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Teachers and students' perceptions of teaching English in small classes

TRABAJO DE TITULACIÓN

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f.

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Dedication

With all my love, to my beloved daughter Valeria Aimmé, who has been my strength and my inspiration, for being my company and my support at all times; and also, to my beloved mother, for motivating me to achieve this dream in my life.

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Abstract

This research is based on teachers and students' perceptions of teaching and learning English in small classes. The purpose of the present study is to know what their perceptions are about teaching and learning English in small classes; its benefits; what are the strategies and resources that benefit the teaching and learning of English in small classes; how students feel when learning English in small classes; and limitations when teaching English in small classes.

This study was done in Viladecans-Barcelona (Spain). The sample consisted of 5 English classrooms with 13 – 14 students per class, boys and girls, aged 12-15 years-old and 5 English teachers, men and women, from a public high-school. The approach of this research is quantitative and qualitative. Data was collected on survey questionnaires filled by teachers and students, and observation sheets. Then it was organized, described, and analyzed.

In short, in small classes, due to the number of students, the teacher can be attentive to the students' necessities, correct their mistakes, check their activities, give feedback and support them in an individualized way.

Keywords: small size class, benefits, teacher's perception, students' perception, English learning, English teaching.

Resumen

Este estudio se basa en la percepción al enseñar y aprender Inglés en clases con pocos estudiantes. El propósito de este estudio es conocer cuáles son las percepciones de los profesores y estudiantes acerca de los beneficios, estrategias y recursos que ayudan a la enseñanza y aprendizaje del idioma Inglés en grupos reducidos, además de cómo se sienten los alumnos, y limitaciones que tienen los profesores cuando enseñan Inglés en clases pequeñas.

Este estudio fue realizado en Viladecans-Barcelona (España). La muestra consistió en 5 clases de Inglés, cada una con 13-14 estudiantes, varones y mujeres, de edades comprendidas entre los 12 – 15 años de edad, y 5 profesores de Inglés, hombres y mujeres, de un colegio público secundario. El enfoque de esta investigación es cuantitativo y cualitativo. Los datos de este estudio se recogieron en cuestionarios y en hojas de observación; después, los mismos fueron organizados, descritos y analizados.

En las clases pequeñas el profesor es capaz de estar más atento a las necesidades de cada uno de los estudiantes y ayudar de una manera individualizada a sus alumnos.

Palabras claves: clase pequeña, beneficios, percepción de los maestros, percepción de los estudiantes, aprendizaje del Inglés, enseñanza del Inglés.

Introduction

The following study aims to determine the different aspects that affect the learning of English language of students. In order to improve the English learning, some countries put into practice teaching techniques that help students to reach good levels in learning, but besides improving teaching techniques, there are other factors that might affect the quality of English teaching. One of these factors is class size, in which students learn English language.

The purpose of this research is to know what the teachers and students' perceptions are about teaching and learning English in small classes, and its specific objectives are: to know what the benefits of teaching and learning English in small classes are; what the strategies and resources that benefit the teaching of English in small classes are; how students feel about learning English in small classes; and if there are any limitations when teaching English in small classes.

This research is important because its results will help to know how to improve quality in teaching English taking into account that class size factor might influence in the learning of language. Based on its results we can know if learning English language in small classes has positive or negative effects regarding the students' progress. It is also important because its results show different aspects that influence the teaching and learning English language such as: interactions between teachers and students, and also among students in class, the students' opportunities for practicing the language, the different techniques and strategies used for

teaching the language and other aspects related to the English learning.

Previous studies on the topic of this research are also included. One of these studies was done by Harffit (2012), with the purpose to know the students' viewpoint about learning English in small classes, the researcher aims to know if small class size influence on the students' achievements. The limitation of this study was the focus on four cases, thus the author points out that his research could not be generalized for all cases.

The researcher Din (1999) conducted another study with the purpose to know the teachers' opinions about the effect and impact that teaching in small classes involve, and also wanted to compare the benefits of teaching in small classes with the benefits of teaching in large classes. Any limitation was identified in his research.

Regarding how methodologies are applied in small classes and its benefits, the researcher Harffit (2013) carried out a study whose purpose was to know why a small class could be better in providing learning outcomes in second language learning compared with a large class. The author points out that the limitation of his research was the number of four cases in which he based his study.

Due to class size is an important factor in education for the acquisition of a foreign language, the present investigation aims to benefit teachers who can have a close view about class size factor, how they can apply different teaching techniques and strategies when a class is small, their relationship with students, and the learning environment developed in small

classes; and also benefit to students, giving them a wide approach about the different benefits of studying in small classes, how would be their relationship with teachers and classmates, their learning outcomes, their participation and opportunities for speaking up language, and many other benefits when learning English in small classes.

The obtained results in this research contribute to give an approach about the importance of class size, how small classes can benefit to teachers and students when teaching and learning English and how schools can improve quality in education when reducing class size. This study will serve as a data source in order to contribute with these findings to improve the quality of education when teaching and learning English language, as well as data source in which researchers could find information on the benefits of small size classes for future studies.

Any limitation was found in the present study. However, despite the benefits of teaching and learning English in small classes, the quality of English teaching would be guaranteed if teachers apply strategies and techniques that help students to acquire a foreign language and also to be independent in their own learning; thus, a future study about quality of English teaching in small classes would be suggested.

Method

Setting and Participants

This research was conducted in a public high-school of Viladecans, in the province of Barcelona (Spain). In this study 5 English teachers, men and women, aged 35 to 55 years-old participated. Sixty-seven students, boys and girls also participated in this research. They were from 12 to 15 years-old, and were studying in first, second, third and fourth grade.

In this high-school, the average number of students who learn in a classroom might be 26 – 28 per class, but due to the class size reduction program for learning a foreign language, the entire number of students is divided into 2 groups in English lessons, resulting 13 -14 students per class. Two classrooms are assigned for teaching the English language, these classrooms are called English laboratories. One of them, is a technological classroom adapted with video, audio, computers, headphones and technological materials; and the other one is adapted with pictures, books and didactic materials in which students learn through interaction.

Procedure

In order to develop the present study, theoretical support on different topics about managing learning, interactions between teacher-students and between students-students in classroom, class size and its effects on teaching and learning outcomes, teaching techniques, strategies or activities that teachers can apply in small classes, and how is the

learning environment in small classes was collected. Besides, information of previous studies based on teachers and students' perceptions about teaching and learning English in small classes was also collected.

The methods used in this study are quantitative and qualitative research. The instruments selected for the study were questionnaires with close ended questions on the teachers and students' perceptions about teaching and learning English in small classes, and observation sheets.

The procedures for collecting data were standard, so there was a uniform procedure in each observed classroom. Teachers and students filled the questionnaires, which were collected at the class end, five English classes were observed.

After collecting the survey questionnaires with the corresponding answers from teachers and students, the results were classified, organized and tabulated into 8 tables. Four of them were based on the teachers' perceptions about teaching English in small classes and 4 tables were based on the students' perceptions about learning English in small classes.

From each research question about the benefits, strategies, perceptions and limitations, two tables are exposed, one on the teachers' perception and one on the students' perception about teaching and learning English in small classes. Data was tabulated according to the number of teachers and students responses and its respective percentage on the total number of participants.

In order to analyze data, the percentage of the responses was taken into account, the same that was sustained with the results obtained from the observation sheets and also supported with the literature review included in the present study.

DISCUSSION

Literature Review

In order to find ways to give students better educational levels, many researches and studies have been done on the benefits of reducing class size. Small classes seem to have greater benefits for students in the context of discipline, attention, communication, interaction, motivation or certain techniques that teachers can use when a class is small.

Some of the contents about teaching and learning English in small classes are shown in the following context: managing learning; teachers - students and students - students interactions; class size; teaching techniques, strategies or activities for teaching English to small classes; and learning environment. Additionally, some previous studies on the topic of this research have been included.

Managing Learning

In the process of teaching English, it is necessary to have in mind certain important aspects related to manage learning. Some of these aspects are related to the importance of instructions, feedback, and the time set for achieving objectives of the lesson.

According to Scrivener (2009) some of the factors that help to reach good conditions in learning deal with instructions given in class. Complex instructions are very difficult for students to understand. He says that some teachers would like to give instructions in English in order to create an English environment in classroom, but they find it difficult. There exist

many problems associated with comprehension. When teachers use complex instructions, a simple activity may become impossible to develop, not just because the students cannot do it, but because instructions are difficult to understand. Clear instructions from the teacher are very important in order to develop activities in class. The teacher should prepare instructions beforehand, should include simple and clear language, and follow an order or sequence using short sentences. In some cases, it is necessary to clarify what is being required; therefore, the teacher should make demonstrations instead of wording instructions. To get students' attention before giving instructions is a very important step, because if they are done over students chatting or looking elsewhere instructions are not understood in class. The teacher should establish authority and control of the classroom using an appropriate voice tone, speaking instead of shouting. One of the best ways to get students' attention is waiting patiently, looking over them, without being anxious, until there exist silence. Once silence is set in classroom, then instructions should be done in a clear voice tone. In addition, the teacher can use gestures in order to give instructions. When students learn the meaning of the teacher' gestures, repetition of some basic instructions can be avoided. For example, for using the past tense, the teacher can point behind; for using the future tense, the teacher can point ahead. When the teacher gives the instruction orally and at the same time uses some gesture, the learners associate soon what is being required in the activity.

In fact, Davies and Pearse (2000) say that in the case of giving instructions in English,

they should be done if possible using standardized English, trying to use always the same type of instructions, especially in activities that involve interactions. Even though instructions are done in simple and familiar language, the teacher should make sure that instructions are understood for all learners, avoiding as possible to use their native language, without assuming that everyone have understood what the teacher said, instead, it is advisable to get evidence, for example, asking to one or two students to repeat the task about the related topic.

Feedback is another point in managing learning, Rovegno and Bandhauer (2013) mention that it can be done to a whole class or individually. They say that in order to reinforce knowledge to a whole group, the teacher should see what is convenient for most students, what can help to a whole group of students to refocus on the activity in which they are working. Feedback is a technique that helps the students to improve their learning and reminds the students that the teacher is observing the class. When teaching to small groups, the teacher can help to each student individually, at the same time that can be observing to everyone on task. When some correction is necessary for a student, it is advisable to speak softly and privately, because the student does not feel ashamed.

On the other hand, Phillips (2003) states that feedback allows students to realize what is being learned, how they have taken the lesson, both as a whole class and as individuals. It can be done when the teacher consider it necessary and may be given immediately after an activity or after various activities because it is the time when students can collaborate with

their ideas and opinions about what is being learned in class. Moreover, he says that to reinforce the students' knowledge is an important part in the process of learning in which the teacher is not an authority, rather a listener, who helps the students to be involved in their learning and helps to assure comprehension of the given topic before starting a new activity.

Another aspect in managing learning deals with the importance of time set for doing activities in class. Savage and Savage (2010) state that the amount of time allocated to teach a secondary classroom might be 50 minutes a day. From the 50 minutes, the time spent on activities such as control discipline, distribution of materials and interruptions, subtract some of the time in which students should be immersed into the study of English to reach the learning objective. In order to avoid the waste of a valuable time for learning, the teacher should find ways to develop activities that are non-instructional in a more efficient way.

In order to distribute the use of time in a more efficient way, the teachers should plan their academic year. If the teachers know how many weeks they have available throughout the school year for the teaching of English, they should subtract the time of holidays and exams that they will not use for teaching. The time that they will use for teaching, must be distributed through the lessons that will be covered throughout the school year. Some lessons might take less time than others. If teachers will use a textbook, they should analyze it in order to plan lessons. Lessons usually have more than one objective. In a formal lesson plan, the teacher can distribute the available time on activities that will be performed by students; the time should be

used efficiently in order to achieve the planned objectives. Usually, 50 minutes are available for teaching English. From the 50 minutes, the teacher can use for example, one minute at the beginning of the class to instruct students; one or two minutes can be dedicated for students to work by themselves; the interaction between students can take three minutes more; four minutes can be dedicated for activities to work in pairs; for comparing activities between groups, the teacher can distribute three minutes; ten minutes can be used for activities in which students can collaborate with ideas and opinions based on the lesson that has been studied, it can be used also to practice pronunciation; ten minutes more can be distributed for activities of role-play and practice real English communication. (Abbot & Wingard, 1992).

With a careful organization, the teacher could plan and prepare activities in which learners fully participate, setting times for developing activities that take one or two minutes, and once students have learnt brief tasks they can move to longer and complex tasks that could take more time to be developed. (Davies & Pearse, 2000).

Teacher-Student, and Student-Student Interaction

Anxiety is a phenomenon that learners can experiment when interactions are done between the teacher and the student. In order to reduce anxiety, the teacher can facilitate interactions giving confidence to learners. Also, individualization is important in class, because it gives more confidence to the students. For example, a way to give confidence in class would be calling students by their names. When the learners feel that the teacher is the

instructor rather than an authority, they will be able to interact more, asking questions or answering to questions from the teacher. One of the advantages of working with small groups is precisely interactions. When interactions are done frequently between the teacher and the student, the objectives of communication and learning can be reached. (Thornbury, 2005).

When students are learning English language, frequent interactions with the teacher permit the students to hear the language. When students hear the language, their brain processes information, assimilates it and they can imagine the idea of what is being heard; after students interact with the teacher, they will be able to internalize the language and reproduce the different sounds of English. In many occasions, the progress of language learning depends on the constants interactions with the instructor. The instructor should teach the language through practice, sometimes the waste of time on complicated exercises or vocabulary explanations are not necessary, instead, the teacher should put into practice activities in class which allow the students the production of the language in a natural way.(Celce-Murcia, 1991).

The teacher should permit about 30 seconds to students for discussing in pairs what they are learning and should encourage the students to interact, for example, in order to facilitate learning, the teacher can create pairs or small groups, in which students can speak, can give explanations, can ask questions or give answers between them. Another way to facilitate interactions between students is arranging seats; if possible, the seats can be

arranged in rows, circles or squares, so the students can increase their possibilities of practice language, because they can see each other. (Scrivener, 2009).

In addition, Celce-Murcia (1991) say that in advanced levels, the activities that involve interactions can be very diverse. One of these activities might be the discussion of a topic; the teacher can help students, choosing for example a theme, giving an explanation of what would be the main topic under discussion. Then, the students join in small groups or pairs and suggest possible solutions or comments about the related topic. This is also an opportunity in which the learners can record their conversations for further activities of interactions in class, some of these activities might be, for example, to develop interviews between the students, so, they can interact in class, practicing the language and developing conversation skills in a natural way.

Class Size

Class size is one of the factors that contributes to the learning of English. The number of students that regularly learn English in a classroom is defined as class size. If the classroom has less than 20 students, it is known as small class size, on the other hand, if the classroom has more than 20 students, it is considered to be large class size. (Bray & Kehle, 2011).

As stated by Byram (2000), the methods used for teaching English in large classes, how students interact in classroom and how the teacher evaluate the learning of English can be seen as a positive success that some teachers can achieve when they are teaching in large

classes; and therefore, teaching English in large classes does not affect the quality of learning. However, some teachers consider that teaching English in large classes might be problematic; some of the problems associated with large classes include noise, a restricted space for teaching, not enough materials for all students, discipline control and not being able to respond to all the students' needs; for this reason, some developed countries increasingly reduce the size of the students in class. Nevertheless, to say large depends on the average of students who are learning a language in a classroom, and it varies in different countries; for example, in China the normal average number of students who are learning a language might be 50 or 60 students, while in Great Britain, a class with a number of 30 or 40 students learning a language is considered to be large. Anyway, motivation, necessity and attitudes of students when they are learning English, can be factors that reinforce or eliminate the perception of what is being considered as a large class.

In addition, Woodward (2001) says that, besides the disciplinary problems, another problem associated with large classes is the use of the students' common language instead of the one being taught when they interact. However, he also suggests that, when teaching a large class, the instructor should take control of the class, not only speaking loudly, instead, the teacher should make eye contact with the students, calling them by their names; in this way, the teacher can nominate persons and attract the individual attention of learners.

In contrast, small classes allow more interactions between students, and between

teachers and students. These interactions help to create better relationships in classroom, which develop in a better learning environment. Moreover, one of the advantages of teaching in small classes is that there exist less disruptions in classroom, compared to large classes, thus, teachers in small classes can manage better disciplinary problems. (Finn & Wang, 2002).

Furthermore, Cicchele and Ashby-Davis (1986) say that in order to find the benefits of learning in small classes, it is important to discuss how the classroom is organized. A classroom that is organized in small groups, might be done this way in order to attend specific necessities of learning. These small groups can be adapted to the different student academic interests and general aptitudes of learners. Small groups can be beneficial for all kind of students: for those who are actives (students who interact asking or answering questions), and students who are shy; because timid students can interact with the active ones. In this manner, interaction can help to the timid students to participate more in classroom.

Some studies about the benefits of learning English in small classes have been conducted by several researchers, based principally on three kinds of results: student' social behavior, interactions between teacher and students and student' learning behavior. As a result, small classes (classes with less than 20 students), compared with large classes (classes with more than 20 students), participated more in discussions, asking and answering questions from the teacher, were more engaged with learning, and had better academic results. Furthermore, teachers gave more support to students in a more individualized manner, they

were able to identify who were the students who need personalized learning support.

Consequently, small classes performed better compared with large classes. (Bray & Kehle, 2011).

Teaching Techniques, Strategies or Activities for Teaching English to Small Classes

The objectives set in a lesson can define which technique best fit for teaching English to a small group; there are many teaching techniques that can be applied to the class, some of these are described in terms of its purpose or size; for example: In a brainstorming session, the learners generate ideas about a particular topic, it can be used as part of problem solving, this technique includes word games and written exercises; there exist generation of ideas without criticism, the learners expose their ideas and then the ideas might be combined in order to find a conclusion about the central issue. Free discussion is a technique between two or more students in which they talk about a topic and interact, following rules and analyzing their thoughts; there is not interaction with the teacher, the teacher is only an observer. Students can learn and teach one another; this instructional Peer Tutoring technique requires that the more experienced students who are in the same class level or higher level than others could teach and correct their classmates. The act of performance a particular role is called role-play; it involves the participation of learners regarding a person's behavior about a particular context, and includes social expectations; the teacher should allow the students to enter and come out from the role. Another technique is Self-help group. It is the ability to provide help,

in which the students join in small groups, expose a problem and seek for a solution to their interest; the teacher do not opine, but might be a resource. A range of strategies that lead a Tutorial teaching technique to be effective could be that students join individually or in very small groups with a tutor. The learners discuss, for example, a written work, adapt their oral communication and receive constant feedback from the tutor; tutorial teaching helps the students to gain a deep understanding; the students learn how to think in order to synthesize and formulate ideas; the students are able to respond to challenges in the tutorial setting. Wadhwa (2006).

Similarly, Larsen-Freeman (2000) presents other teaching techniques that can be applied in small classes. Some of these techniques are: The use of pictures, in which students can learn English vocabulary. Pictures are used as well for the creation of stories, and allow plenty of activities in classroom. The students can use their imagination and generate as many ideas as possible in order to amplify their English vocabulary. In the Tape recording student conversation technique, the students allow their identification, including their opinions and comments. The generation of language is recorded and used afterwards in order to improve their learning. Another teaching technique is Rote reversal. In this technique the students command their classmates or teacher to perform certain actions. After the presentation of a new vocabulary or structure, the students start to familiarize themselves with it. This technique is called Repetition drills. The teacher controls what the students learn and they

only repeat the structure. Repetition drills can be done silently, individually or in group.

Another teaching technique is Dictation. Dictation can help the students in many ways. It helps to learn new vocabulary, to develop listening skills, to improve spelling, writing and typing skills. Whenever teachers assign the students to write an essay or story, they are using Composition technique. The students should read twice: once for pleasure and once for details. Then the students share their thoughts or comments; and afterwards, they are ready to write their own composition.

Learning Environment in Small Classes

The learning environment is determined by several factors that influence the students' learning; some of these factors are: the physical location, the context and the educational culture. First, a good physical space, which is determined by an appropriate seating arrangement, and certain aspects that can influence the attention of students in class, such as noise, temperature, or light; a clean classroom and decorated walls with learning materials, audio, video and digital technology; the educational material should be in accordance to the level of the students. Secondly, the context. It is determined by the learning itself, how students interact in class; social and emotional dimensions that affect the students' learning. Small classes allow more facility in order to consider some emotional issues, such as personalized and individualized instruction; the variation of activities in classroom is also important. The teacher should choose activities and tasks in accordance to the level of the

students; finally, the educational culture is determined by the shapes of beliefs, attitudes, skills and rules governing the activities of the school. (Celce-Murcia, 1991).

Similarly, Finn and Wang (2002) say that in order to build a good learning environment the teachers should use in an adequate manner the physical space of classroom. The teachers should help to create the dynamics of class, they must realize that interactions affect the educational process. The teachers should pay special attention to the relationships that exist between students in classroom, and between students and teacher, and use the teaching methods that best fit in order to create a productive learning environment. Furthermore, Woolfolk (2007) says that the physical environment helps to facilitate a better learning. There are two basic ways to organize the physical environment: the areas of interest and the personal territories. The areas of interest are located at the back and at the periphery of the classroom. In the areas of interest are displayed the teaching designs. The personal spaces are the seating arrangement that can be organized in order to facilitate interactions between students. For example, the traditional columns allow working in pairs. Joining in small groups, allows self-help and work group. The circles allow discussions about a topic. The horizontal columns are also similar to rows, and allow working in pairs.

Studies on the perception of teaching and learning English in small classes have been conducted by several researchers. One of these studies was made by Harfitt (2012), with the purpose to know the students' viewpoint respect to study in small classes. One of the principal

objectives of this research was to identify how interactions are developed, interactions among students, and between teachers and students, and how anxiety is decreased in small classes, because anxiety is seen as one of the impediments when learning a second language. In order to conduct the study the researcher made interviews to teachers and students. In the study, 4 teachers and 231 students participated. Each teacher was working with two classes: One small and one large. In total, 8 cases were created. The participative students were aged 13-15 years-old and their interviews were in group and also individualized. In order to validate the study, the researcher made observations in both, small and large classes.

Results from students' interviews showed that students in small classes felt willingly to participate in lessons, they felt more confident about asking questions, they felt less anxious when speaking English and did not feel so worried about negative evaluation from their classmates, because they have created a sense of community environment. In small classes the teacher was also a part of this community. In large classes the opposite was happening. The students were not willing to participate, faced negative evaluations from peers, they felt no sense of community, thereby, the teacher was not part of the students' own groups. There was a sense of unfamiliarity that did not favor to participate in interactions. Data observations made by the researcher evidenced the same results than students' interviews. Thus, the researcher concludes in this study that small classes are favorable in order to avoid anxious feeling in students that minimize their participation in classroom, consequently, it impedes

English learning. Moreover the researcher recommends further studies from the viewpoint of students in order to improve educational issues.

A different viewpoint was described by Alghamdi and Gillies (2013) in which a 12-week study was conducted in a high school in order to know how the introduction of the cooperative learning affects learning in comparison with teaching in traditional small classes. The objective of the research was to obtain data on what is the effect of cooperative learning, the achievement of knowledge, grammatical and writing skills in comparison to traditional small English classrooms. In order to develop this research, a workshop with 4 teachers and 139 male students aged between 14 and 15 years-old was conducted. The workshop was done for a period of 5 weeks. The 139 students were divided in 2 groups: 70 students in the experimental group and 69 students in the traditional small group class. The instruments used for the study were pre-test and post-test, English grammar tests, that were given to all students in order to know what their knowledge of English were. The pre-test was developed for all students, both in the cooperative learning and the traditional small classes. The experimental group participated in cooperative learning for 5 weeks and met after the workshop with the students in the traditional small classes. All the students in this time, rendered a post-test. When comparing the results of the pre-test, the researcher did not find significant differences in English knowledge between traditional small classes and the experimental group. But, when comparing the post-test, there were significant differences in knowledge between

cooperative learning and traditional small classes. The researchers found that there was a statistical difference in language skills in favor of the experimental group. Thus, the researcher concludes that small classes do not fully contribute learning language if there are not good teaching methods that can help students to interact and practice the language.

Another study was conducted by Din (1999), with the purpose to know the teachers' opinions about the effect/impact that teaching in small classes involve, and compare the benefits of teaching in small classes with the benefits of teaching in large classes. The study involved 100 questionnaires from which 55 were fulfilled by teachers. It was requested that teachers should complete a questionnaire with several questions about their opinion on the topic to be investigated. Data from questionnaires revealed that teachers prefer to teach in small classes rather than larger ones, because of several reasons: small classes are easier to manage, teaching is more effective, students are more disciplined, there is more motivation for teaching and learning, a better quality of education is provided because teachers can give individualized help to students, there is more interaction between teachers and students, teachers do not feel anxiety and they are more relaxed when teaching lessons. Because of all these results that have been exposed, the researcher concludes that small classes, compared to large classes, have several factors that benefit teaching, and thus, learning is effective. From the teachers' viewpoint, class size is not a direct factor that influences learning, but it surely is a positive argument to be taken into account in teaching.

A number of observations divided in several categories were conducted by Blatchford, Basset, and Brown (2005) in order to realize what the behavior of students and teachers were, when attending to both, small and large classes, and how class size influence in teaching and learning. The study was conducted with the collaboration of 257 students aged between 10 - 11 years-old. Several observations to 42 classes, composed of small classes and large classes, were also conducted. The researchers made the observations with the same students, attending classes, both, large and small classes. The observation categories were focused on school subject, work context, child-to-teacher interaction, pupil-pupil interaction, individual behavior and not interaction, and computed categories. The results showed that there were clear differences in the behavior of students, in small classes and large classes. The researchers noted that in large classes, students were just audience, and did not interact with the teacher; while in small classes there were greater number of interactions between students and teacher. The teachers had a different way to support to students in small classes. Contrary to what was expected, students were very engaged in what they were learning, in both, large and small classes, and spent the same amount of time within the tasks being assigned. Observations were limited in providing information about the behavior of teachers. As a result, the researchers conclude that interaction in classroom is one of the factors that promote learning, and that small classes facilitate interaction among students and among students and teacher.

Another study was recently conducted by Harfitt (2013) in which the researcher explores the fact of why a small class could be better in providing learning outcomes in second language learning. In order to carry out this study, 4 teachers participated, each one working with a small class and a large class of the same grade level and the same academic ability. The research study was conducted over a two year period, in which 29 semi-structured interviews were done to teachers in order to obtain teachers' viewpoints about their perception on teaching in small classes, their viewpoints on classroom interactions, students' relationships, opportunities for individualized teaching and more. In order to ensure trustworthiness, data from interviews were triangulated with 60 lesson observations, both in small and large classes. During interviews, teachers said that they did not change their pedagogical method between large and small classes, but observational data suggested otherwise. Different interactions patterns were observed. A relaxed and personalized atmosphere was also evidenced in small classes. In contrast to these observational patterns, large classes were the opposite. Pedagogical differences in the context of classroom layouts were noted also by the researcher. Observational data revealed that teachers varied their pedagogy from large to small classes. Different classroom approaches lead a better learning environment in small classes, such as group and pair work, greater use of open questions, individualized support, lengthier wait-times for answering, different classroom rules and use of humor. The researcher concludes that all these factors help to improve the students'

learning outcomes, and that smaller classes promote better practice pedagogy ways in order to get better results in learning English.

Description, Analysis, and Interpretation of Results

After having collected information about teachers and students' perceptions of teaching and learning English in small classes, data was organized in order to analyze the benefits, the strategies and resources that help students to learn English, also how students feel when they learn English in small classes and the limitations that instructors face when they teach English in reduced groups. The results are sustained with data collected on observation sheets and the analysis of this research is based and supported with the literature review presented in this study.

Qualitative and Quantitative Analysis

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

Table 1

Teachers' Perception

N	In small classes	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 learned in class.	3	60	2	40	0	0	0	0	5	100
2.	The students are attentive and participate in class activities.	3	60	1	20	1	20	0	0	5	100
3.	Class space allows activities designed by the teacher to be developed properly.	3	60	1	20	1	20	0	0	5	100

4.	Feedback can be provided adequately.	2	40	1	20	1	20	0	0	4	80
5.	Activities that allow greater interactions between students are performed.	3	60	2	40	0	0	0	0	5	100
6.	There exists greater interactions between the teacher and the students.	2	40	3	60	0	0	0	0	5	100
7.	It is easier for the teacher to remember the students' name.	3	60	2	40	0	0	0	0	5	100

Author: Durazno Delgado Tania Raquel.

Source: Public high-school of Viladecans-Barcelona

Table 2

Students' Perceptions

N°	In small classes:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	F	%	f	%	f	%	f	%
1.	The activities done help to apply what students learned.	29	43	34	51	3	5	1	1	67	100
2.	The students are attentive and participate in class activities.	19	28	34	51	13	19	0	0	66	99
3.	Students concentrate better because there is not much noise in the classroom.	31	46	23	34	12	18	0	0	66	99
4.	Class space allows to develop adequately the activities assigned by the teacher.	21	31	34	51	9	13	3	4	67	100

5.	The teacher provides adequate feedback.	14	21	35	52	17	25	0	0	66	99
6.	There exist interaction among students.	25	37	31	46	10	15	1	1	67	100
7.	There exist interaction between teacher and students.	25	37	32	48	2	3	1	1	60	90
8.	The teacher remembers the students' name.	46	60	13	19	5	7	2	3	66	99

Author: Durazno Delgado Tania Raquel

Source: Public high-school of Viladecans-Barcelona

From question 1 of table 1, 60% of teachers totally agree and 40% agree that it is easier to design activities that help students to apply what they learned in class. As it was observed, the teachers designed different activities in which students could practice English language; for example, the teachers conducted reading activities in which the students could comment or discuss opinions about what they have read; the teachers also designed group activities and pair activities in which students could work doing grammar games or guessing words games. As said by Davies and Pearse (2000) the teachers could plan and develop activities with careful organization in which learners fully participate, such as reading a text, doing role-play, comments, writings, listening and speaking; and so, students can put into practice what they are learning. Larsen-Freeman (2000) expose some techniques that teachers can use in small

classes in order to design activities, for example, using pictures, role-play, discussion, dictation, composition about a topic in which learners can practice English language.

From question 1 of table 2, 43% of students totally agree and 51% agree that the activities done help to apply what they learned in class. As it was observed, all the students in class had the opportunity to participate and take part into designed activities. From the reading activities, one student read a paragraph of a text and then the next student continued. After reading the students commented about the text and answered questions from the teacher. All of them also participated in pairs and groups activities, in grammar games and other activities designed by the teacher. As declared by Celce-Murcia (1991), the progress of language learning depends on the practice of language, the teacher should put into practice activities in which learners could produce language in a natural way. Therefore, small classes facilitate the design of activities in which all students can practice listening, speaking, reading and writing skills.

From question 2 of table 1, 60% of teachers totally agree and 20 % agree that in small classes the students are attentive and participate in class activities. It was observed that in small classes the teachers gave instructions in order to do some activity and the learners payed attention to those instructions and participated in activities; also, the teachers explained grammar or pronunciation of English words, and the students were attentive to the class. In fact, Cicchele and Ashby-Davis (1986) say that small classes benefit learning to all kind of

students, to those who are participative and active, and those who are shy, because reduced groups help the timid students to participate more in classroom. According to Scrivener (2009), the teacher should establish authority and control of the classroom using an appropriate voice tone, giving instructions in a clear language.

From question 2 of table 2, 51% of students agree and 28% totally agree that in small classes they are attentive and participate in class activities. From the observed classes, it was seen that the students were participative in class activities, raised their hands for answering questions, were attentive to the lessons, to the instructions done by the teacher, and asked questions when they did not understand some topics. In fact, Thornbury (2005) says that the teacher should be seen as instructor rather than an authority because students feel confident and are able to interact more, asking questions or answering to questions from the teacher.

From question 3 of table 2, about the students' perceptions, 46% of learners totally agree and 34 % agree that in small classes students concentrate better because there is not much noise in the classroom. It was observed that the students were occupied doing tasks, working in pairs or groups in a quiet environment. It was also seen that they were concentrated when they were doing listening activities. There were not disciplinary problems in classrooms, and in occasions in which they had to move from one place to other, they moved without much noise. As said by Celce-Murcia (1991), certain aspects such as noise, temperature and light influence the attention of students in class. Additionally, Finn and

Wang (2002) say that in small classes there exist less disruptions compared with large classes.

From question 3 of table 1, 60% of teachers totally agree and 20% agree that class space allows activities designed by the teacher to be developed properly. The teachers organized different activities to be developed by the students, working in pairs or in small groups. For example, the teachers selected a topic to be discussed by the students; then, the learners had to develop the topic, write it, and expose it to the whole class. Other activities include to do role-play or practice conversation. When the teachers required, the students had to change seats in order to practice speaking skills with other classmates. The space in classrooms allowed the students to learn and practice English language. Referring to this topic, Finn and Wang (2002) say that in order to build a good learning environment the teachers should use in an adequate manner the physical space of classroom, should help to create dynamics in class and must realize that interactions affect the learning process.

From question 4 of table 2, about the students' perceptions, 51% of them agree and 31% totally agree that class space allows to develop adequately the activities designed by the teacher. The students could seat in rows or in pair in order to develop activities designed by the teachers; they could comment, opine and write their work when they were seated in rows; they could move from one space to other in an easy way; in other occasions, they were seated in pairs and could practice dialogues with their classmates. As it was said by Woolfolk (2007), the physical environment help to facilitate a better learning, a seating arrangement

help to facilitate interactions between students, for working in pairs or small groups.

Regarding question 4 on the teachers' opinions, 40 % of teachers totally agree, 20% agree and 20% partially agree that in small class feedback can be provided adequately. It was observed that the teachers reinforced the students' knowledge after teaching a topic, asking questions, explaining again when it is was necessary, revising tasks, correcting the students' mistakes and asking if everyone in class had understood the lesson. Respect to this topic, Rovegno and Bandhauer (2013) say that feedback helps the students to improve their learning, and can be done to a whole class or individually; when teaching to small groups, the teacher can correct and help to each student individually.

In table 2, question 5, 21% of students totally agree, 52% agree, and 25 % partially agree that the teacher provides adequate feedback. As it was observed in classrooms, when students were learning a topic, and they did not understand the lesson, they asked to the teacher and the instructor helped the students to understand, explaining again if it was necessary. As said by Phillips (2003), feedback is an opportunity to reinforce the students' knowledge and serves to assure comprehension of the given topics and allow students to realize what is being learned before starting a new activity.

From question 5 of table 1, 60% of teachers totally agree, and 40% agree that activities that allow greater interactions between students are performed in small classes. The teachers organized small groups of students in class in order to develop activities and tasks; also, the

teachers organized the students in pairs in order to practice language. Those interactions created a sense of friendship and collaboration among learners, and a good learning environment was created. Referring to this issue, Finn and Wang (2002) say that small classes help students to interact creating good relationships in classroom, which develop in a better learning environment.

From question 6 of table 2, 37% of students totally agree, and 46% agree, that in small classes there exist interaction among students. Observations made in classrooms confirm the fact that students interact frequently in small classes. The students were organized in pairs or small groups in order to do activities such as dialogues, comments, opinions, discussions, write summaries; and these interactions among students help them to learn and understand lessons. In respect to this issue, Scrivener (2009) says that the students can increase their possibilities of practicing language through interactions with their classmates, working in pairs or small groups.

Referring to question 6 of table 1, 40% of teachers totally agree and 60% agree that there exists greater interactions between the teacher and the students in small classes. As it was observed in classrooms, the teachers gave confidence to students, calling them in a personal way, revising their activities, reinforcing the lessons, asking if there existed any question about the lesson given, explaining again when it was required, and giving feedback to students. Frequent interactions between teachers and students were observed in classrooms.

In respect to this issue, Celse-Murcia (1991) says that when students are learning English language, frequent interactions with the teacher allow the students to hear the language, so their brain assimilate it, internalize the language and reproduce English sounds.

In table 2, question 7, 37% of students totally agree and 48% agree that there exists interaction between teacher and students. As it was observed, small classes allowed frequent interactions between teacher and students; when students required any help or explanation they raised their hands asking for help, the teacher reinforced the lesson using English language; those interactions helped the students to understand what was being taught. It was observed that the learners felt confident with the instructor, asking questions in order to reinforce the lesson and participating voluntarily answering questions from the teacher. As it was said by Thornbury (2005), one advantage of small classes is interaction; when interactions are done frequently between teachers and students, the objectives of communication and learning can be achieved.

In question 7, table 1, 60% of teachers totally agree and 40% agree that it is easier for the teacher to remember the students' name. In the observed classes when the teachers wanted to ask any question, opinions or comments to any student, they usually pronounced the student's name. In the same way, when a disruption or misbehavior occurred inside classroom, the teacher called the students by their name in order to get their attention. It was observed that teachers remembered the students' name because there were few students in

class. As stated by Thornbury (2005), individualization is important in class, because it gives confidence to learners; one way to give confidence in class would be calling students by their names. Additionally, Woodward (2001) says that instructors should take control of the class making eye contact with the students, calling them by their names in order to install discipline in classroom.

Referring to question 8 of table 2, 60% of students totally agree, 19% agree that the teacher remembers the students' name. In the observed classrooms, the students were called by their names when they were required to do any activity or answer any question from the teacher. In the same way, the students were called by their names when they had to expose works in front of classroom, it was observed that there exist a sense of confidence between teacher and students. Respect to this issue, Thornbury (2005) says that anxiety is a phenomenon that learners can experiment in classroom, but when they are called by their names, the teacher would be seen as an instructor rather than an authority, and students would be able to participate more in classroom activities.

According to the results obtained in tables 1 and 2, and also to the observations done in classrooms, it is seen that in small classes there exist important benefits for teaching and learning English, the most important aspect is the quality of education; first of all, the teachers can design activities that help students to understand and practice what they are learning; in those activities the students show their interest for participation, they are attentive to the

lessons asking and answering questions from the teacher. Another advantage of learning in small classes is the space in classroom, because the seating can be arranged in circles or one in front of another in order to facilitate interactions among students, allowing them to share their opinions and comments, listening, speaking and writing English language with their classmates, in this way students can practice the language. Another benefit of learning English in small classes is interaction with teachers; instructors can interact frequently with students asking if everybody have understood the lessons, its grammar, its pronunciation, its spelling; moreover, the teachers supervise their assignments and correct mistakes; the students feel confidence with the teachers, asking questions in order to learn and understand lessons; teachers are attentive to the necessities of all students, giving feedback when required and reinforcing lessons when needed. In the same way, small classes allow the instructors to remember the students' name, in this way it is easier to set discipline and reduce misbehaviors and disruptions in classrooms, at the same time that allow the teachers to address everyone in classroom and organize activities in an efficient way.

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

Table 3

Teachers' Perceptions

N	Small classes facilitate:	Totally agree	Agree	Partially agree	Disagree	Total

		f	%	f	%	f	%	f	%	F	%
8.	To design and apply activities that allow students to practice listening skills.	4	80	1	20	0	0	0	0	5	100
9.	To design and apply activities that allow students to practice speaking skills.	4	80	1	20	0	0	0	0	5	100
10.	To design and apply activities that allow students to practice reading skills.	2	40	3	60	0	0	0	0	5	100
11.	To design and apply activities that allow students to practice writing skills.	1	20	4	80	0	0	0	0	5	100
12.	To design and apply group activities.	2	40	3	60	0	0	0	0	5	100
13.	To design and apply individual activities	3	60	2	40	0	0	0	0	5	100
14.	To use technological resources.	1	20	3	60	1	20	0	0	5	100
15.	To use teaching materials.	3	60	2	40	0	0	0	0	5	100

Author: Durazno Delgado Tania Raquel

Source: Public high-school of Viladecans-Barcelona

Table 4

Students' Perceptions

Nº	In small classes:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	f	%	F	%
9.	Activities that allow to practice listening skills are performed.	21	31	34	51	9	13	3	4	67	100
10.	Activities that allow to practice speaking skills are performed.	19	28	35	52	10	15	3	4	67	100
11.	Activities that allow to practice reading skills are performed.	17	25	30	45	18	27	3	5	52	78
12.	Activities that allow to practice writing skills are performed.	23	34	38	57	5	7	1	1	67	100
13.	Group activities are used.	24	36	22	33	17	25	4	6	67	100
14.	Individual activities are used.	27	40	32	48	7	10	1	1	67	100
15.	Technological resources are used.	13	19	25	37	20	30	9	13	67	100
16.	Teaching materials are used.	20	30	32	48	10	15	4	6	66	99

Author: Durazno Delgado Tania Raquel

Source: Public high-school of Viladecans-Barcelona

In table 3, question 8, 80% of teachers totally agree and 20% agree that small classes facilitate to design and apply activities that allow students to practice listening skills. As observed in classrooms, teachers designed different activities in order to practice listening skills, for example: some of these activities included to play a cd with English conversations about meeting a person, or different circumstances when someone travel, when someone wants to ask for food or any other aspect in life; other activities included to differentiate sounds, the difference between words that sound similar; in other cases, the teachers let time to students for being with headphones in their computers in order to listen stories, new words, conversations, and after these activities of listening they could continue with comments about what they have listened. The teachers also gave instructions in English language and students could listen and differentiate the teachers' commands. As said by Scrivener (2009) in order to acquire good conditions in learning, clear instructions from the teacher allow the students to listen and develop activities in class.

In table 4, question 9, 31% of students totally agree, 51% agree, that activities done in small classes allow to practice listening skills. As it was observed, certain activities done in classrooms such as listening cd's; listening conversations, new words or stories in computers; dictation; hearing instructions or comments from the teachers allowed the students to practice listening skills. The researcher Larsen-Freeman (2000) says that there exist certain techniques such as dictation that help students to reach and develop listening skills. The learning

environment was comfortable for listening, there were not bothering noises and learners could be attentive at what they were listening; these conditions helped the students to acquire knowledge of English language.

From table 3, question 9, 80% of teachers totally agree and 20 % agree that small classes facilitate to design and apply activities that allow students to practice speaking skills. As it was observed, teachers designed activities that allowed students to practice speaking skills; some of these activities included to do role-play among classmates, to comment and give opinions after reading a paragraph of a text, to answer questions from the teacher or free discussions about a topic joined in small groups. As suggested by Abbot and Wingard (1992) the teacher can distribute 10 minutes of lesson time, for activities of role-play, in order to practice English language. The authors say that, when students speak they can reproduce the sounds of English and thus, they can learn and reinforce their knowledge.

On the other hand, in table 4, question 10, 28% of students totally agree, 52% agree, that activities done in small classes allow to perform speaking skills. In the observed classes, the students could practice English language through interactions with their classmates and instructors. All of them had the opportunity to participate in dialogues, comments, activities of role-play, readings and opinions about a selected topic. It was observed that learners raised their hands voluntarily in order to answer questions from the teacher using English and practicing the language. The researcher Celce-Murcia (1991) says that students learn language

through practice, interacting with their classmates and teachers.

In table 3, question 10, 40 % of teachers totally agree and 60% agree that small classes facilitate to design and apply activities that allow students to practice reading skills. As it was observed in classrooms, the teachers conducted reading activities among students, for example, one student read a paragraph and stopped, and other student continued the reading. In the same way, the teachers organized the students in small groups in order to do reading activities, giving to the groups different stories to be read and then to explain their reading to the whole class. As said by Wadhwa (2006), in the technique called tutorial teaching, the tutor teaches the students how to synthesize and formulate ideas after reading a text, and should help the students to gain a deep understanding of what has been read.

In table 4, question 11, 25% of students totally agree, 45% agree, that activities in small classes allow to practice reading skills. As observed in classrooms, small classes facilitated reading activities; the students were allowed to read fragments of textbooks and give opinions about the topic they were reading. The textbooks also had reading activities, and questions about the topic read in order to test comprehension. Through reading students learned grammar and new vocabulary. The designed activities such as comments after reading allowed the students to be attentive and participative in class. The researcher Celce-Murcia (1991) suggests that reading is also an opportunity in which students can record their activities in order to improve language, saying that the students might read a text, and then,

discuss what they have understood about it. In the same way, the researcher Larsen-Freeman (2000) suggests that students should read twice, once for pleasure and once for finding details.

From question 11 of table 3, 20% of teachers totally agree and 80% agree that small classes facilitate to design and apply activities that allow students to practice writing skills. In the observed classes, teachers designed writing activities to be developed in class, such as completion of stories, phrases, sentences, paragraphs; or the students had to write what they have understood after reading a text. Other activities included dictation of paragraphs, and compositions about a topic suggested by the teacher. In respect to this issue, Larsen-Freeman (2000) says that dictation is a technique that teachers should use in class; dictation helps to develop writing and spelling skills, and help students to learn new vocabulary.

Referring to question 12 of table 4, 34 % of students totally agree, 57% agree that activities done in small classes allow to perform writing skills. The students in small classes developed plenty of activities in which they performed writing tasks and were allowed to use their dictionaries in order to find new vocabulary and develop their writing, such as completion of paragraphs or composition of stories. In respect to this fact, Larsen-Freeman (2000) states that composition technique allows students to share thoughts, discuss opinions and prepare students to write their own composition. In the same way, it was observed that students were organized in small groups, discussed about a suggested theme, and then, they developed their writing of the discussed topic. Writing activities of what had been understood

after reading a text also were performed by students in the observed classes.

Referring to table 3, question 12, 40% of teachers totally agree and 60% agree that small classes facilitate to design and apply group activities. It was seen that teachers designed activities to be developed by students, and organized the whole class in pairs in order to practice conversations, and also in small groups in which students had to seat in rows in order to discuss a selected topic, to generate ideas, to do writing and reading activities, to comment and answer questions from their books, or develop activities designed by the instructor. It was observed that teachers revised the groups, gave feedback and help when necessary, and offered their tutoring to all groups of students in class. As declared by Scrivener (2009), the teacher can create pairs or small groups, in which students can speak, give explanations, ask questions or give answers between them, in other words, the teacher should facilitate interactions among students in order to practice language.

In table 4, question 13, 36 % of students totally agree, 33% agree, that group activities are used in small classes. Some activities done in classrooms allowed the students to join in small groups in order to develop the designed tasks, such as dialogues, comments, discussions about a topic, answering questions from books after reading activities, writing tasks. It was observed that learners interacted among them and with the teacher, asking questions, solving doubts about grammar. It was observed in the groups that there existed a sense of friendship among classmates, and also that whenever students required, the teacher was present and

helped the students. According to Cicchele and Ashby-Davis (1986) working in groups can be beneficial for all kind of learners, those who interact asking and answering questions, and those who are shy, because interactions in groups help the timid learners to participate more in activities.

From table 3, question 13, 60% of teachers totally agree and 40% agree that small classes facilitate to design and apply individual activities. It was observed that teachers in small classes designed activities to be developed individually by students. The teachers left time to students to be in their computers listening cd's about English conversations, learning new vocabulary and developing grammar activities. The teachers gave instructions to learners to work individually in order to complete phrases or sentences in the students' textbooks; they were attentive to the students' necessities, giving feedback, observing the students' tasks and reinforcing the students' knowledge. In regard to this fact, Bray and Kehle (2011) say that when teaching to small groups, the teacher is able to identify who are the students who need individualized learning support and can assist them in a better way.

In table 4, question 14, 40% of students totally agree, 48% agree that individual activities are used in small classes. As it was observed, students in small classes were attentive and concentrated in their learning, doing individual activities such as: reading, writing, learning new vocabulary, completing sentences and paragraphs. In some activities learners were listening cd's with their headphones connected to computers in which they

could be concentrated developing activities asked to do, listening conversations and learning vocabulary; in other activities they were asked to develop writings about what they have heard in their individual listening activities. The students were supported by their teacher when required. As it was said by Rovegno and Bandhauer (2013), in small classes the teacher can feedback to each student individually, help them and correct mistakes if necessary.

In question 14 of table 3, 20% of teachers totally agree, 60% agree and 20% partially agree that small classes facilitate to use technological resources. It was observed that teachers used an English classroom that was equipped with digital technology, computers, headphones, digital screen, in which they taught lessons to students, allowing them to use the technological resources individually. The teachers guided the students in order to do the different activities such as listening audio, watching English videos, practicing language, and learning new English vocabulary. The instructors assigned the students to develop activities of writing or giving opinions after watching videos on screen, and after listening English conversations. In respect to this issue, Woolfolk (2007) says the physical environment helps to facilitate a better learning.

In question 15 of table 4, 19% of students totally agree, 37% agree that technological resources are used in small classes. It was observed that small classes facilitated the individual use of technological resources. The researcher Celce-Murcia (1991) suggests that the educational material should be in accordance to the level of students and that, in order to have

an appropriate learning environment, classrooms should be adapted with learning materials, audio, video and digital technology. In the observed classes, the students could use these materials in an efficient way, because the number of students in classrooms allowed the personal use of digital technology and technological resources, such as: computers, videos, cd's, audio and digital books. In some activities the students listened English conversations with headphones connected to computers, learned different sounds of new words and pronounced words after listening. In other activities, the learners rewound vocabulary as many times as they need in order to get comprehension and develop activities about what they have listened in English conversations. It was observed that fragments of movies were played on screens to the whole class and then, the learners could opine and comment about what they had watched on screens. Digital technology was a great resource in their learning.

From table 4, question 15, 60% of teachers totally agree, and 40% of them agree that small classes facilitate to use teaching materials. In the observed classes in which students were learning English language, the walls were decorated with teaching materials such as: pictures, drawings, maps, in which instructors supported their teaching. The teachers had also plenty of teaching materials such as English books, comics, newspapers, flashcards, cardboards, markers, which were given to students in order to do designed activities. For example: in order to do reading activities the teacher allowed the students to choose a book, comic or English story that students preferred, with the purpose to get engage the students in

the reading interest. In some occasions, the teachers allowed the students to take books home in order to let students learn vocabulary and new words in the students' free time at home. In the same way, the teachers used flashcards and painted cardboards in which students learned vocabulary and developed different learning activities. As said by Celce-Murcia (1991), several factors influence the students' learning; one of these factors is physical location, in which decorated walls with learning materials can influence the attention of students in class. On the other hand, Larsen-Freeman (2000) says that learners can generate as many ideas as possible using their imagination when they are allowed to use pictures; students can learn English vocabulary and create stories through those learning materials.

In question 16 of table 4, 30% of students totally agree, 48% of them agree, that in small classes teaching materials are used. In the observed classrooms teaching materials were a great source in learning. Small classes allowed the use and sharing of teaching materials to all students in classroom because learners could use materials frequently when they needed. The use of books, paints, maps, pictures, posters and cartoon books were shared for all students in lessons, and these resources helped the students to process and facilitate understanding of English language. The students were also allowed to borrow materials from the school, such as: cartoon books, comics and vocabulary books in order to practice reading skills at home. In regard to this issue, Celce-Murcia (1991) says that teaching materials should be in accordance to the level of students; those materials influence the students' learning.

Answering to the question of what teaching strategies and resources benefit the teaching of English in small classes, it was seen that some of the strategies that teachers can put into practice in small size classes are groups or pair work, in which teachers divide the class into small groups, then the students interact doing role-play, games, conversations, dialogues, comments, discussions about a topic, and in this way knowledge is acquired in a good learning environment. The teachers encourage participation and students are willingly to participate in activities designed for learning. Moreover the instructors give enough time to students in order to develop tasks. The resources that allow students to learn English through practice are for example, digital technology in which computers, video screen, English cd's, English videos, audio and digital books facilitate the assimilation of English vocabulary, so students can process information, learn grammar, listen the language, complete tasks, repeat words or rewind vocabulary as many times as required in order to learn English language. Through technology students can record dialogues, expose, observe, listen, comment, practice and improve language. Teaching materials are other resources that are used for all students in order to learn English. The use of teaching materials such as English books, pictures, drawings, posters, maps, newspapers, comics and cartoon books are a beneficial source in which students learn vocabulary and make plenty of activities such as descriptions, story compositions or writings.

How do students feel about learning English in small classes?

Table 5

Teachers' Perceptions

N	In small classes students feel:	Totally agree		Agree		Partially agree		Disagree		Total	
		F	%	f	%	f	%	f	%	f	%
16.	Relaxed when they talk to their classmates.	2	40	3	60	0	0	0	0	5	100
17.	Taken into account because they have more opportunity to participate in class.	3	60	2	40	0	0	0	0	5	100
18.	Motivated to participate because there are few peers in class.	2	40	3	60	0	0	0	0	5	100
19.	At ease, because they can compete with other students	2	40	3	60	0	0	0	0	5	100

Author: Durazno Delgado Tania Raquel

Source: Public high-school of Viladecans-Barcelona

Table 6

Students' Perceptions

N°	In small classes, students feel:	Totally agree		Agree		Partially agree		Disagree		Total	
		F	%	f	%	F	%	f	%	f	%
17.	Relaxed when speaking in front of classmates.	35	52	24	36	3	4	3	4	65	97

18.	Taken into account because they have more opportunity to participate in class.	17	25	36	54	14	21	0	0	67	100
19.	Motivated to participate because there are few students in class	25	37	32	48	9	13	1	1	67	100
20.	At ease, as they can compete healthily with peers.	22	33	27	40	16	24	2	3	67	100

Author: Durazno Delgado Tania Raquel

Source: Public high-school of Viladecans-Barcelona

According to table 5, in question 16, 40% of teachers totally agree and 60% agree that in small classes students feel relaxed when they talk to their classmates. It was observed that teachers designed different activities in which students were allowed to speak English language in front of their classmates; some of these activities included to do role-play, to read fragments of a text, to develop written works and expose them to their classmates. In order to remark an explanation of written works, the teachers stopped the participation of students in order to reinforce what the students have said; these actions from teachers gave confidence to learners because the students felt that their work was successful. In regard to this topic, Davies and Pearse (2000) say that with a careful organization the teacher could plan and prepare activities in which learners fully participate. In the same way, it was observed that teachers helped to create a good learning environment facilitating interactions among

classmates. Referring to this issue, Harffit (2012) says that in small classes students do not feel anxious, because they create a sense of community in classroom in which the teacher is part of that community.

In table 6, question 17, 52% of students totally agree, 36% of them agree that students feel relaxed when speaking in front of classmates. In the observed classes, it was seen that students felt relaxed when they had to speak in front of their classmates, because the learning environment in which they were developing activities was friendly. Each of them knew each other, so they did not feel ashamed and were willingly to participate in designed activities such as games or role-play in front of their classmates, and also raising their hands when they wanted to ask or answer questions from the teacher. When students were asked to expose any homework, they voluntarily raised their hands and spoke English language without being afraid of criticism; it was observed that students exposed, read, and spoke English in front of their classmates in a relaxed way. Regarding this topic, the researcher Harfitt (2012) says that in small classes the learning environment is friendly, there exist confidence between peers, and students are not afraid to participate when they are required to do in classroom activities.

Referring to table 5, question 17, 60% of teachers totally agree and 40% agree that students feel taken into account because they have more opportunity to participate in class. In the observed classrooms, the teachers usually asked questions to students in order to reinforce knowledge before going to a next activity, making remarks when students were

exposing works, interacting with students and helping them when required. In the same way, it was observed that teachers designed different activities in which all students in classroom could participate, such as games, reading, grammar activities and dialogues. The instructors asked the voluntary participation of students for answering questions from the teacher, taking into account to all learners in class. As stated by Abbot and Wingard (1992), the teacher can distribute the available time and use it efficiently in activities that will be performed by students.

In table 6, question 18, 25% of students totally agree, 54% agree that they feel taken into account because they have more opportunity to participate in class. The participation of students in the observed classrooms was frequent, they had the opportunity to ask questions when they did not understand any part of the lesson, to give opinions or clarify any doubt. As said by Celce-Murcia (1991) the environment in which students learn is determined by the context itself, how students interact in class and how this context might affect their social and emotional dimensions that can affect their learning. In the observed classrooms, the students felt that they were taken into account for example, when they wanted to ask questions or answer questions from the teacher or when they wanted to make any comment. Each one of them were taken into account and had opportunities to participate in activities such as games, guessing words, reading a text, doing comments, grammar games, or role-play activities.

In question 18 of table 5, 40% of teachers totally agree and 60% agree that students feel

motivated to participate because there are few peers in class. The teachers in the observed classes engaged the students in learning, letting them choose topics of their interest in order to be discussed, for example, through music the learners had to write stories, descriptions or talk about the origin of different songs and singers; the teachers asked their students to bring pictures about the students' family or place of birth, in which the learners felt motivated to describe and write story compositions. The teachers organized small groups and pair work in which students interacted with their classmates, and practice speaking, listening and writing skills. It was observed that teachers created dynamics and a good learning environment in which all students felt motivated to participate, speaking, exposing, describing, and solving guessing and grammar games. As said by Finn and Wang (2002) the teachers should pay attention to the relationships between students and between teachers and students, because these relationships help to create dynamics in class which affect the educational process in learning.

Referring to question 19 of table 6, 37% of students totally agree, 48% of them agree that they feel motivated to participate because there are few students in class. The students in the observed classrooms were willingly to participate, raising their hands voluntarily in order to do any activity, it was observed that they did not feel ashamed of speaking English language and were motivated to interact in classroom. The learning environment in which students were developing their English learning had a sense of friendly atmosphere;

interactions done among students, and between teachers and students, helped to build a sense of security in which students felt motivated to participate without fear of making mistakes when trying the language. The researcher Harffit (2012) says that students in small classes feel motivated to participate in lessons, feel confident about asking questions, and are not worried about negative evaluation from their peers.

Referring to question 19 of table 5, 40% of teachers totally agree and 60% agree that in small classes students feel at ease because they can compete with other students. As observed in classrooms, teachers organized competition among students as part of designed activities and in order to motivate students to participate in games, for example: grammar games, guessing games and vocabulary. It was observed that teachers divided the whole class in small groups and encouraged the groups of students to finish first the games, compensating the winner groups with points. The teachers motivated the students to be interested in what they were learning through competition and interactions among classmates. Those interactions allowed to create a good learning environment. In regard to this topic, Scrivener (2009) says that teachers should encourage the students to interact, working in pairs or small groups. In the same way, Finn and Wang (2002) say that interactions among classmates help to create a better learning environment for students.

In table 6, question 20, 33% of students totally agree, 40% agree that they feel at ease because they can compete healthily with peers. As it was observed, the creation of groups

determined certain competition among students in classroom, in which learners felt at ease when they were required to develop some designed activity. Class competitions help to create a fun learning environment in some cases, and students were attentive and ready to answer questions from the teacher or finish their work in order to win vocabulary or guessing games. It was observed that students felt at ease when they competed with their peers in class. As stated by Bray and Kehle (2011) small classes participate in discussions, asking and answering questions from the teacher and are engaged with learning. In the same way, Celce-Murcia (1991) says that small classes allow facility in order to consider emotional issues of learners.

In fact, answering to the question of how students feel about learning English in small classes, it could be said that in small classes students feel relaxed when they have to interact with peers and teachers, because the number of students allow to know each other in classroom. Learners can develop activities, such as reading or speaking English without feeling nervous or ashamed; moreover the teacher can address to students in an individualized way and learners feel that they are taken into account when they have to develop any activity; moreover, the teacher can organize the creation of small groups inside classroom in order to create dynamics and in this way students feel motivated to participate in activities, creating a good learning environment in which learners can interact with peers and compete healthily in designed activities.

Are there any limitations when teaching English in small classes?

Table 7

Teachers' Perceptions

N	In small classes:	Totally agree		Agree		Partially agree		Disagree		Total	
		f	%	f	%	f	%	F	%	F	%
20.	There is anxiety among students because there is more control by the teacher.	0	0	3	60	1	20	1	20	5	100
21.	There exist difficulty in order to practice speaking and listening skills.	0	0	0	0	3	60	2	40	5	100

Author: Durazno Delgado Tania Raquel

Source: Public high-school of Viladecans-Barcelona

Table 8

Students' Perceptions

Nº	In small classes:	Totally agree		Agree		Partially agree		Disagree		Total	
		F	%	f	%	f	%	F	%	F	%
21.	There is anxiety among students because of more control by the teacher.	10	15	22	33	19	28	16	24	67	100
22.	Speaking and listening skills are difficult to practice.	4	6	23	34	23	34	17	25	67	100

Author: Durazno Delgado Tania Raquel

Source: Public high-school of Viladecans-Barcelona

In table 7, question 20, 60 % of teachers agree, 20% partially agree that there is anxiety among students because there is more control by the teacher. As it was observed, in some cases, the teachers interacted with students frequently, doing instructions in English language, and asking questions to learners while they were teaching. According to Scrivener (2009), some teachers would like to give instructions in English language but learners might experiment some stress feeling when they make effort in order to understand language and recommends that in order to reduce this effect, the teachers should give explanations in a simple and clear vocabulary. In other cases, it was seen that teachers selected students to participate in activities, and learners were expecting who was the next one to go in front of class and solve requests; in other cases, the teachers observed the learners' activities frequently, in this case, the learners experimented anxiety because there was more control by the teacher. On the other hand, 20% of teachers disagree that there is anxiety among students because the instructors observed that learners were doing their English activities in a relaxed way, and opined that students did not feel anxiety in class. In this case, it was observed that teachers left the students working by themselves in different activities such as writing, listening cd's of English conversations or solving games.

In table 8, question 21, 48% agree (15% totally agree and 33% agree) that there is

anxiety among students because of more control by the teacher. In the observed classrooms, the students were controlled and observed individually by the teacher when they were asked to solve English tasks, grammar games, or writings, such as: descriptions, completion of paragraphs and sentences. In the same way, the students had to be very attentive in class when teachers were speaking English, in order to understand language; or when they had to answer questions from the teachers. Referring to this issue, Thornbury (2005) says that interactions between the teacher and students might develop anxiety in learners and recommends that in order to reduce this phenomenon, the teacher should give confidence to learners. Some students felt that teachers were observing them at each moment, consequently, some of them experienced anxiety because of the teachers' control.

In question 21 of table 7, 60 % partially agree that there exist difficulty in order to practice speaking and listening skills. As it was observed, the different activities that instructors designed in their teaching time did not allowed enough time for all students to practice speaking skills. It was the most important reason why teachers felt difficulties in order to let students to practice listening and speaking skills in English class. Regarding this issue, Abbot and Wingard (1992) say that lessons usually have more than one objective, and teachers should analyze the time for teaching English, distributing the available time on activities that will be performed by students, for example: interactions, collaboration of ideas and opinions based on the studied lessons, activities of role-play in which learners can

practice listening and speaking skills. On the other hand, 40% of teachers disagree that there exist difficulty in order to practice speaking and listening skills. Referring to observations done in classrooms, it was seen that teachers instructed their students using English, avoiding the native language, allowing the students to hear English frequently. In the same way, the teachers designed different activities such as dialogues, games, or made questions to students, allowing them to answer and practice speaking; it was also observed that teachers used the English laboratory in which the students could listen audio from computers with headphones, listen conversations, stories, new vocabulary; work in pairs or groups, could opine, comment, and practice listening and speaking skills.

Referring to question 22 of table 8, 34 % agree and 34% partially agree and 25% disagree that in small classes speaking and listening skills are difficult to practice. As it was observed in classes, there were not too much difficulties for students to practice listening and speaking skills. The learners developed plenty of activities in order to practice speaking skills, such as role-play with classmates, describing pictures, reading paragraphs of texts, doing comments, questions to the teacher, and opinions. For example: some activities designed by the teacher allowed the students to join in groups and discuss about a topic; the discussion allowed to learn new vocabulary, write a text under discussion, and then exposed it to the whole class; the peers had the opportunity to ask and answer questions, and speak and interact with their classmates. In the same way, in order to practice listening skills, the students were

allowed to be in English laboratories where they could listen English audio from their computers with their headphones and learn English language. In the same way, the students interacted with teachers; these interactions allowed the students to hear English language, process it and internalize it. The students were asked to write dictation from the teacher; this technique used in class allowed the students to listen carefully in order to write what the teacher said. According to Wadhwa (2006) the objectives of the lesson can define which technique can best fit for teaching small groups, the participation of students in certain activities such as role-play, dictation, word games, allow the students to practice speaking and listening skills.

Consequently, answering to the question if there are any limitations when teaching English in small classes, it can be said that in some cases learners experiment anxiety because they feel that teachers have more control on them and also because students feel that they are observed by the teacher at each moment. On the other hand, the students can benefit in the quality of education, because in small classes the teachers can design plenty of activities such as creation of pairs and groups in which learners interact, comment, opine, listen and speak; these interactions help to create a better learning environment in which students learn in a successful way; moreover instructions done by teachers using English language in classes frequently allow the students to hear English and understand the language, the learners can interact with instructors asking and answering questions from the teacher, practicing listening

and speaking skills; on the other hand, in small classes the learners can use efficiently the equipment of the English laboratories, using the computers individually in order to practice listening activities.

CONCLUSIONS

In small classes the teachers design and apply plenty of activities in classrooms, such as dialogues, role-play, word games, story composition, description games, guessing games, readings, comments after readings, discussions about a topic, and many other activities in which students learn, practice English and improve vocabulary.

Small classes allow frequent interactions between students. Through interactions the learners acquire language knowledge in a practical way, since students can work in pairs or groups in which they listen and speak English. Interactions between students also help to develop a good learning environment in classrooms.

In small classes, due to the number of students, the teachers are attentive to the necessities of each student, correcting their mistakes, revising their activities, giving feedback and support to all students in a more individualized way.

In small classes, discipline problems are controlled because teachers monitor learners at any moment. When a misbehavior or lack of attention occurred, the teachers managed discipline addressing the students in a personalized way and controlled any disciplinary problem in classroom.

In small classes all the learners make an efficient use of the spaces designed for language learning, for example, the use of English laboratories, the same that are equipped with video, audio, computers, headphones, video screens, projectors, digital books, and more

digital resources in which students learn the language.

Small classes allow the use and sharing of teaching materials in class. In small classes all students use and share learning materials such as books, newspapers, journals, English texts, maps, pictures and more resources that help them to process and understand English language.

RECOMMENDATIONS

Class size is an important factor that benefits the teaching and learning of English language, but besides class size, there exist other factors that determine quality of education such as teaching techniques and resources that help students to assimilate language. It is suggested to make further research about the different resources such as teaching materials and digital technology, and teaching techniques that can help students to learn English language.

It is recommended that schools should reduce size class in which students learn English language, due to the many benefits that teachers and students have when they teach and learn English in small classes, such as: interactions among classmates and teachers, opportunities for learners to participate in activities designed by the teacher, classroom space in which students learn English language, and discipline.

Another suggestion is that schools should assign a specific classroom or English laboratory in which students could use individually the different equipments, such as audio, headphones, computers, digital books and English learning materials because these resources help students to learn English language in a better way.

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ANNEXES

INSTRUMENTOS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Estimado docente:

Este cuestionario tiene como objetivo conocer su opinión en cuanto a la enseñanza del Inglés en clases con grupos de 20 estudiantes o menos.

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

Datos Informativos:

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

Instrucción: Marque con una X según su criterio.

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

Muy satisfactorio
Satisfactorio
Poco satisfactorio
Nada satisfactorio

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

Nº	En clases con pocos estudiantes :	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
1.	Se facilita diseñar actividades que permitan al estudiante poner en práctica lo aprendido.				
2.	Los estudiantes están atentos y participan en las actividades desarrolladas en clase.				
3.	El espacio de la clase permite que las actividades diseñadas por usted se desarrollen adecuadamente.				
4.	Se puede brindar una retroalimentación adecuada.				
5.	Se realizan actividades que permitan mayor interacción entre los estudiantes.				
6.	Existe mayor interacción entre el profesor y los estudiantes.				
7.	Es fácil para usted recordar el nombre de los estudiantes.				

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

Nº	En clases con pocos estudiantes se facilita:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
8.	Diseñar y aplicar actividades que permiten practicar las habilidades de escucha.				
9.	Diseñar y aplicar actividades que permiten practicar habilidades de habla.				
10.	Diseñar y aplicar actividades que permiten practicar las habilidades de lectura.				
11.	Diseñar y aplicar actividades que permiten practicar las habilidades de escritura.				

12.	Diseñar y aplicar actividades grupales.				
13.	Diseñar y aplicar actividades individuales.				
14.	Utilizar recursos tecnológicos.				
15.	Utilizar materiales didácticos.				

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

Nº	En clases con pocos estudiantes los estudiantes se sienten:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
16.	Relajados al momento de hablar frente a sus compañeros.				
17.	Tomados en cuenta porque tienen mayor oportunidad de participar en la clase.				
18.	Motivados a participar porque son pocos compañeros en la clase.				
19.	A gusto porque pueden competir sanamente con otros estudiantes.				

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

Nº	En clases con pocos estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
20.	Existe ansiedad entre los estudiantes debido a que hay mayor control por parte del profesor.				
21.	Se dificulta practicar las habilidades de habla y escucha.				

¡Gracias por su colaboración!

INSTRUMENTOS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Estimado estudiante:

Este cuestionario tiene como objetivo conocer su opinión en cuanto a la enseñanza del Inglés en clases con grupos de 20 estudiantes o menos.

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

Datos Informativos:

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

Instrucción: Marque con una X según su criterio.

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

Muy satisfactorio
Satisfactorio
Poco satisfactorio
Nada satisfactorio

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

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

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

Nº	En clases con pocos estudiantes	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
9.	Se realizan actividades que permiten practicar habilidades de escucha.				
10.	Se realizan actividades que permiten practicar las habilidades de habla.				
11.	Se realizan actividades que permiten practicar las habilidades de lectura.				
12.	Se realizan actividades que permiten practicar las habilidades de escritura.				

13.	Se utilizan actividades grupales.				
14.	Se utilizan actividades individuales.				
15.	Se utilizan recursos tecnológicos.				
16.	Se utilizan materiales didácticos.				

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

Nº	En clases con pocos estudiantes me siento:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio
17.	Relajado al momento de hablar con mis compañeros.				
18.	Tomado en cuenta porque tengo mayor oportunidad de participar en la clase.				
19.	Motivado a participar porque somos pocos compañeros en la clase.				
20.	A gusto porque puedo competir sanamente con otros estudiantes.				

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

Nº	En clases con pocos estudiantes:	Muy satisfactorio	Satisfactorio	Poco satisfactorio	Nada satisfactorio.
21.	Existe ansiedad entre los estudiantes debido a que hay mayor control por parte del profesor.				
22.	Se dificulta practicar las habilidades de habla y escucha.				

¡Gracias por su colaboración!

INSTRUMENTOS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

TITULACIÓN DE INGLÉS

Nombre de la institución: Institución de Educación Secundaria Sales de Viladecans

Tipo de institución: Pública

Ciudad: Viladecans-Barcelona (España)

HOJAS DE OBSERVACIÓN:

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

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

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C. Opinión acerca de cómo se sienten los estudiantes al aprender Inglés en clases donde hay pocos estudiantes.

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

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