



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

Work presented as requirement for obtaining professional degree of Licenciado en Ciencias de la Educacion, Profesor de Idiomas; Ingles

THESIS TITLE:

“THE ANALYSIS OF THE IMPORTANCE OF CLASS SIZE ON EFFECTIVE TEACHING OF ENGLISH AS FOREIGN LANGUAGE WITH STUDENTS AT SEGUNDO DE BACHILLERATO GENERAL UNIFICADO “A” AT UNIDAD EDUCATIVA “SAN VICENTE DE PAÛL” IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC TERM FEBRUARY -JULY 2016.

AUTHOR: Edwin Patricio Chacha Soldado

TUTOR: Msc. Miguel Paredes Amoroso

Riobamba-Ecuador

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COMMITTEE MEMBERS CERTIFICATE



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Work presented as requirement to obtaining Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesor de Ingles". It has been approved by the following Committee Members at the Universidad Nacional de Chimborazo; it has been confirmed by their signatures.

In constancy with all exposed sign:

MsC. Miguel Paredes

THESIS TUTOR

A handwritten signature in black ink, appearing to read "Miguel Paredes", is written over a horizontal dashed line. The signature is enclosed within a large, hand-drawn oval.

MsC. Lucy Pazmiño

COMMITTEE MEMBER

A handwritten signature in black ink, appearing to read "Lucy Pazmiño", is written over a horizontal dashed line.

MsC. Monica Cadena

COMMITTEE MEMBER

A handwritten signature in black ink, appearing to read "Monica Cadena", is written over a horizontal dashed line.

Mgs. César Narváez

COMMITTEE MEMBER

A handwritten signature in black ink, appearing to read "César Narváez", is written over a horizontal dashed line.

AUTHORSHIP OF RESEARCH

The responsibility of the content of this research belongs exclusively to Edwin Patricio Chacha Soldado and the intellectual property of it to the UNIVERSIDAD NACIONAL DE CHIMBORAZO.

The research project entitled:

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Edwin Patricio Chacha Soldado

060448356-0.

AUTHOR

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DEDICATORY

This investigation is dedicated to God the Supreme Being who is with me all of the time, my mother who offers me her unconditional support, advices and is always there when I am in need. That is why she is the most important person in my life.

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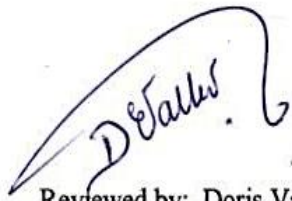
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RESUMEN

Para poder mejorar la calidad de enseñanza el cual ha sido el objetivo principal para elevar la calidad de la escuela. Desafortunadamente, la mayor parte del aprendizaje no es adquirido como esperan los maestros. Esta investigación se enfoca en analizar los efectos del tamaño de la clase en una enseñanza efectiva en el 2do año “A” de Bachillerato general Unificado en la Unidad Educativa San Vicente de Paúl. El tipo de estudio es cualitativo de nivel exploratorio. La investigación fue hecha con una población de 40 estudiantes quienes estaban divididos en 18 hombres, 22 mujeres y un profesor. El método cualitativo usado es etnográfico. Una hoja de cálculo y un cuestionario de encuesta fueron aplicados en el periodo académico febrero –julio del 2016 los cuales fueron desarrollados teniendo en cuenta los objetivos de investigación y la información relacionada al problema. Algunos problemas para una enseñanza efectiva son llevados por el tamaño de la clase como son mostradas en esta investigación. El profesor y los estudiantes piensan que el tamaño de la clase es una determinante importante en el proceso educativo. Es por eso que, ellos concuerdan que esto actúa en el tiempo para la instrucción individual, compromiso de los estudiantes, control de la clase, estrategias motivacionales y atención de los estudiantes, bloqueando la forma de obtener una enseñanza y aprendizaje efectivo. Además, esta investigación puede ayudar a entender la importancia del problema ya mencionado en los campos educativos.

ABSTRACT

In order to improve the quality of teaching which has been the main purpose to raise school quality. Unfortunately, most of learning is not acquired as teachers expect. This research focuses on analyzing the effects of the class size in effective teaching at the 2nd year of the Secondary Education at the “San Vicente de Paul” Educative Unit. The type of study is qualitative with exploratory level. This research was carried out with forty students who were classified into eighteen boys, twenty-two girls and one teacher. The qualitative method used was the ethnographic. An observation guide and an interview were applied in the academic period February-July 2016 which were developed bearing in mind the research objectives and the information regarding to the phenomenon. Some problems for an effective teaching are performed by class size as shown in this research. Teacher and students think that class size is an important determinant in the educational process. That is why; they have agreed that it acts on time for individual instruction, students’ engagements, class control, motivational strategies, and students’ attention, blocking the way to get an effective teaching and learning. In addition to the following research can help to understand the importance of the problem already mentioned before in educational areas.



Reviewed by: Doris Valle V.



CHAPTER 1

REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

Class size a real problem that the majority of teachers face, researchers has studied about this problem and some characteristics related. People who are inside the educational sector have different point of views; some of them think that class size is a real factor to set academics goals, others think that class size is not a real point on students' achievements.

However, when class size is reduced students gain more than in larger class, which is demonstrated in some researches. If so, it might be interpreted as less students in a classroom, more goals are achieved, not just academically, it can help for life. If students have a wide range of knowledge and a good way of acting, they are going to be citizens with critical thinking. This project is going to help to understand whether there is a link between class sizes on effective teaching.

Teachers are conscious that it is a big problem, at the moment of teaching where it can be noticed. Many students feel stressful where some of them have many doubts that cannot be clarified because of time and the class size. It also affects in the teacher and students' interaction because students' opinions cannot be expressed, as a result, teachers become shy and passive learners, which are not being a real student, and they are only part of the class.

This research is important academically because it gives a clear idea about class size problem and how it can be threatened to reach students' outcomes in a better way. Moreover, it will provide some techniques and strategies, which will be useful to maintain a safe and successful environment for helping teachers in the learning process.

Educators are in an ongoing process of searching new strategies for solving some problems that the educational sector has. There are some problems to teach English as a foreign language and one of them is "Class Size". Is the class size an important element to learn in a good way? Undoubtedly, it has been a really interesting question for all people who are related with the educational process. For that reason, since many years

ago, some researchers around the world put their approach on overcrowded classroom management.

In Ecuador, this problem is found in most of the public institutions. However, the lack of interest by the government, authorities and teachers have got overcrowded classrooms that make classroom management a big challenge.

The Unidad Educativa “San Vicente de Paul “in the city of Riobamba is not the exception. In which English has become as a requirement to achieve a good academic growth. But here class size and students’ achievements are a real problem because there are 39 students per class. Specifically, at 2do año de Bachillerato general Unificado “A”, teaching English is a real challenge for teachers who need to take into account the amount of students to choose the activities, topics and the didactic materials trying to do the best effort to teach as well as possible.

In this project, it is going to be observed some characteristics of students and teachers, strategies and some problems that can be found in the teaching learning process. Moreover, the following research project is going to identify problems that teachers face in every single class and search new strategies to get an effective teaching. By means of the following research “The analysis of the importance of class size on effective teaching of English as foreign language with students at Segundo de Bachillerato General Unificado “A” at Unidad Educativa “San Vicente de Paul” in the city of Riobamba, Chimborazo Province during the academic term February -July 2016.

This research project is divided in five chapters:

Chapter I it explains about the research problem and its importance also the general objective and specifics.

Chapter II it is about theoretical aspects of class size which were taken by some authors for the development of theoretical framework.

Chapter III it explains how methodological framework was designed and type of research. Also, the techniques and instruments used to collect data and how these information were used to analyze and interpret it

Chapter IV it is about the analysis and description of data.

Chapter V it shows conclusions and recommendations of the present research.

1.2 OBJETIVES:

1.2.1 GENERAL OBJECTIVE

To analyze how important class size is on effective teaching of English as foreign language with students at Segundo de Bachillerato General Unificado “A” at Unidad Educativa “San Vicente de Paul” in the city of Riobamba, Chimborazo Province during the academic term September 2016- December 2016

1.2.2 SPECIFIC OBJECTIVES

To identify the specific characteristics of class size that can cause differences on students’ progress.

To contrast any variations in the progress and achievement levels of the two extremes of large and small classes.

To describe teacher and student teaching-learning experiences in overcrowded class.

CHAPTER II

2.1 THEORETICAL FRAMEWORK

Class size research has been analyzed by many people, who are related with the teaching learning process. Since, 1900 some researches have been debating about class size and its influence on student's achievements. Salaudeen, W. A (2011) states that: class size is an educational tool that can be used to describe the average number of students per class. Therefore, class size is almost always referred to the number of students that there are into a classroom, but on the other hand it is related with the physical space which is also important to take into a count. According some researchers class size is a key component for an effective teaching. Some of them differ, but the majority agrees with the importance of class size. That is why, Schanzenbach, D.W. (2014) said that: Class size is an important determinant of student's outcomes, and one that can be directly determined by policy. Any attempts to increase class sizes will harm student's outcomes. (p.10) There are some theories about the ideal number of participants in a class, for that reason, Zyngier, D. (2014) stated that: Schools should look at ways to produce the class size effect by lowering class size specifically for certain periods of instruction in numeracy and literacy classes. If class size could be reduced just for these lessons, using a combination of redeployment of existing staff and addition of special literacy and numeracy teachers, it would be theoretically possible to have small classes (average of 15 pupils) with a much lower additional cost. While this approach is used by some principals to deliver smaller class sizes in literacy and numeracy, it is not yet a general practice for disadvantaged groups and learners with higher needs. (p.18) finally Jepsen, C. (2015) stated that numerous economic studies have considered the relationship between class size and student achievement, the majority of which have focused on elementary schools in the US and Europe. While the

general finding is that smaller classes are associated with increased student achievement, a few high-quality studies find no relationship. Further, empirical research on the costs and benefits of smaller classes concludes that other education policies, such as tutoring, early childhood programs, or improving teacher quality would be better investments.

2.1.1 SMALL CLASS SIZE AND THE COST FACTOR

This is one of the most arguments debated by the authorities of each public institution. They think that reducing class size is too expensive and it might be wasting money. Small class size refers to the amount of students that there are into a classroom. To many researchers 17 students per class must be the ideal class size. According Achilles, Ch.M. (2012) the benefits of small classes have potential for cost savings, social benefits, and long-term pupil gains. Fewer school dropouts and lower retention-in-grade (especially for minority and male students) have immediate and long-term cost implications, such as increased numbers of college bound students. To calculate class sizes correctly use the appropriate class size formula. Small classes in the early grades are most effective as part of a comprehensive instructional plan that reflects research-based principles of teaching and learning. (p.5) On the contrary, Jepsen, C. (2015) argued that: Reducing class size is a popular education policy measure with parents, teachers, and policymakers. However, research shows that reducing class size leads to, in most cases, only modest improvements in student achievement. Also, students in early grades appear to gain more from smaller classes than older students. Despite extensive research on class size, much about this relationship is still unknown. Policymakers should be aware that reducing class sizes can be costly, is no guarantee of improved achievement, and is only one of many possible reforms. (p.1)

2.1.2 MOTIVATION AND STUDENT'S ENGAGEMENT

Motivation is the most important part in educational process. That is why, Yusuf, Taofeek Ayotunde; Onifade, C A.; and Bello, O S. (2016) said that: class size has a significant effect on the motivation of students to attend classes as well to their studies. The study again reveals that class size may significantly encourage or discourage students from attending or being present in classes. Large classes are often too boring, noisy and rowdy which may constitute discouragement. On the other hand, small class size is less congested and may encourage staying in the class room.

On the other hand, student's engagement refers to how students are interested inside a class and how they try to do the best for getting a good learning. Student's engagement is closely related with academic performance, which can be defined as all the actions that the students do: listening, speaking, reading and writing in order to increase the knowledge. Academic performance is not only being in front of the classroom and develop a specific activity. It refers to whole process. O'Neill, S (2009) stated that: Effective teachers use techniques that have each student working on tasks that engage and challenge them to achieve their personal best. They understand that students learn best when they are presented with new material in a way that enables them to connect it to what they already understand and know how to do.

2.1.3 STUDENTS PARTICIPATION

Students Participation is all the actions that the students do: listening, speaking, reading and writing in order to increase the knowledge and the scores for reaching objectives that have been already set at the beginning. Mathis, W.J. (2016) concluded that: Class size is an important determinant of student outcomes, and one that can be directly determined by policy. All else being equal, lowering class sizes will improve student outcomes. The payoff from class-size reduction is greater for low-income and minority

children. Conversely, increases in class size are likely to be especially harmful to these populations -- who are already more likely to be subjected to large classes. (p.4)

2.1.4 SAFE ENVIRONMENT

It means that the teacher and students must be co-related between them. The class is not only the teacher, students are a fundamental part. A teacher needs to create an environment of confidence, so the students can talk to the teacher with any kind of fear, being friendly and kindness all of the time. Yusuf, Taofeek Ayotunde; Onifade, C A.; and Bello, O S. (2016) said that: class size has a significant positive or negative impact on students' attitudes. Of course, when class size is large, the expected impact is negative and vice versa. The students in smaller classes are found to exhibit better learning achievement than those in larger classes. This also corroborates the additional finding that excessive noise is the most common behavioral attitude associated with large class. It is not unexpected that attention or concentration is impaired in the large classroom where noise is inevitably a usual occurrence. Pearson, A. (2017) said that: large class size lends itself to discipline problems because teachers are not able to establish the consistency needed to promote good classroom management. As teachers struggle to handle individual student needs, it becomes very difficult to control a large class. Discipline becomes ineffective, more sporadic and inconsistent. According O'Neill, S (2009) Effective teachers provide a safe and orderly environment, both physically and emotionally, so students can achieve their potential. They know students learn best if they are in a classroom where they feel safe and confident to attempt new tasks even if at first they are unsure about how to tackle them. And add that effective teachers develop productive relationships with their students – they get to know them and take a particular interest in their overall development and progress. They treat their

students with respect and expect the same in return. Effective teachers work collaboratively to benefit student learning.

2.1.5 EFFECTIVE TEACHING

Effective teaching refers to a way in which the knowledge is transmitted in the significant learning. When the students have the concept of each class really understood and they can do a good performance not only in that class, book or specific activity even in all classes that the student need to answer. Moreover, O'Neill, S (2009) states that: Having mastery of their teaching content Effective teachers have a thorough knowledge of their subject content and skills. Through this, they inspire in their students a love of learning. They also understand how students best learn concepts, content and skills. Effective teachers use their knowledge of learning processes to determine which will be most effective to help the particular students in their classes learn successfully.

2.1.6 TEACHER QUALITY

Teacher quality has, for some time, been recognized as the most important variable in the academic success of students. Recruiting and retaining effective teachers has become increasingly important as school districts impose mandates about student test scores and overall academic performance. Class size has an effect on the ability to retain effective teachers because those with large classes are more likely to seek other positions. Brabo, H. C. (2014) summarized that: Factors attributed to large class size affect the teacher's ability to provide quality instruction in physical education. Behavior management increasingly becomes an issue with more students enrolled in class. All of the teachers incorporate varying teaching strategies to reach all students. They are knowledgeable in implementing teaching strategies to meet the needs of a diverse

student population. The ability to provide direct, specific feedback to all students is a challenge when teachers are responsible for more than 40 students per class. (p.38)

2.1.7 MONITORING PROGRESS AND PROVIDING FEEDBACK

Teachers need to monitor all the time students' development to verify if the knowledge is acquired and if the objectives are going to be reached. Daniel Yelkper, Matthew Namale, Kweku Esia-Donkoh, Eric Ofosu-Dwamena.(2012) said that, in relation to this, lecturers also mentioned the difficulty they encountered in marking large class assignments and providing feedbacks in time. This implies that individual attention is not given to students who may need it. O'Neill, S (2009) said that: Effective teachers closely monitor each student's achievements. This enables them to provide every one of their students with regular feedback on their performance, and gives them valuable information to assess the impact of their teaching. Effective teachers are in the habit of constantly reflecting on how well they are getting through to their students and searching for better ways of teaching those who are not responding as well as extending those who are achieving well. Effective teachers understand the standards their students are expected to achieve and use a range of assessment methods to determine the extent to which those standards are being met and to plan the next steps.

2.1.8 USING A RANGE OF PEDAGOGIES

According Marcus. S. (2001) Strategies that language teachers can use when faced with large class size include many practices that are the same as in the smaller classes: plenty of small group work, discussion groups, workshop approaches, teamwork, simulations, lectures, individual consultations at student's request, self-access centers, letting students teach part of the class, videos and other "spectator" sessions, individual work

with the teacher demonstrations, and competitions. Actual student numbers will help determine which teaching approaches can be utilized. And O'Neill, S (2009) added that Effective teachers use techniques that best serve the learning needs of their students. There are many things that students can learn themselves through discovery, with the teacher structuring the learning to suit. There also are many things that require the teacher to teach in a more direct way. Students not only learn by being exposed to learning opportunities but they also need to be explicitly taught those things it is important for all students to know. Some students will learn these things quickly and with only minimal direct teaching. Other students will need concerted direct teaching and correction by the teacher before they master the learning required. Effective teachers help students learn on their own as well as with and from others. They know that students learn best if they are provided with opportunities to learn not only from the teacher but also from other students and from sources outside the school that are now more readily accessible through various forms of technology.

2.1.10 STUDENTS' ATTENTION

Students' attention is overriding in every single class. According Yusuf, Taofeek Ayotunde; Onifade, C A.; and Bello, O S. (2016) the student' attention is the most affected general attitude by class size, followed by punctuality. This implies that students' attention in class in being diverted when class size is large due to various distractions. The regular distractions and daily loss of attentions discourage some students who my likely feel reluctant to attend schools which then reduces their level of punctuality. Also, Bunce, D.M., Flens, E.A., and Neiles, K.Y. (2010) stated that most teachers daily confront the reality that student attention wanders in class. They can be seen nodding off, sleeping, gazing distractedly at some point other than the front of the

room, texting, or working on something for another class. It's a problem, and one that teachers often find hard not to take personally. Dealing with the emotional reaction engendered by inattention is easier when it's more fully understood. Wong, L. (2015).said that: Distractions can so easily tempt students away from focused concentration on their studies. They start out searching the Internet for a relevant resource... and they end up checking their Facebook profiles or watching yet another video on YouTube. They get up from their desks for a glass of water... and get derailed by a conversation with their roommates. They pick up their phone to check the time... and notice a text from a friend who's inviting them out to the movies. Larger class sizes create many barriers to effective teaching such as; the inability to provide effective feedback to all students, the challenge to build rapport and create personal connections, an increase in behavioral management, as well as the lack of accessibility to technology in the classroom. Grading assessments in a timely manner is also a struggle for teachers with large classes.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The present research will be focused in qualitative method.

Ethnographic. - It is a systematic process, which is studied, in a natural context.

Field and Documentary research will be applied in the present research.

Field. - The information data will be collected at “Unidad Educativa San Vicente de Paul” where the event occurs.

Documentary. – It is going to allow broadening and deepening the cognizance collected data and use papers and printed documents.

No experimental. - It will be done without variables.

3.2. TYPE OF RESEARCH

This qualitative research allowed getting descriptive results for contrasting with the theory. In addition, it gave the opportunity to engage students to respond in spontaneously.

3.3. LEVEL OF RESEARCH

This research has characteristics to be exploratory level, because it allowed knowing some situations in every single class. Therefore, it provided a direct observation and apply an interview that gave the opportunity of gathering qualitative data.

3.4. POPULATION AND SAMPLE

The research was conducted to the teacher and 40 students at Segundo de Bachillerato General Unificado “A” at Unidad Educativa “San Vicente de Paul” in the city of Riobamba where the authorities showed deep interest in this research problem and gave way to the development of this project.

3.5. PROCEDURE

The present project was carried out from February-July 2016. First, the problem was identified and the research problem was presented in the university. After that the tools and techniques were chosen according to the aspects to be analyzed. The researcher played an important roll being part of it. When the authorization was got in the institution where the problem was identified. Immediately, the interview and the observation guide were applied to the students and teacher in a general way. Moreover, the information was collected from tasks in classes, group work, participation and assignments. This process lasted during three weeks. After gathering data it was nalyzed according to the objectives already set up and it was interpreted separately according with the theoretical foundation. To which, it was necessary taking notes and record the teacher interview. Finally, it was established conclusions and recommendations.

CHAPTER IV

4. ANALYSIS AND DESCRIPTION OF RESULTS

This research was carried out at Unidad Educativa “San Vicente de Paúl” during the academic term February- July 2016. The objective was to analyze by observation the importance of class size on effective teaching of English as a foreign language with students at Segundo de Bachillerato A.

Observation guide was applied to whole students to gather real and useful information about the class size problem. And interview was employed to the teacher. Therefore, the results were taken to establish conclusions and recommendations.

Observation guide and the interview were applied since March until June 2016. These instruments allowed analyzing how important class size is on effective teaching of English as foreign language.

Analysis of the Interview to the teacher of Bachillerato General Unificado at Unidad Educativa “San Vicente de Paúl” during the academic term February- July 2016.

Class size is a real problem in educational process. That is why, teacher and student agreed that students cannot acquire knowledge as teachers expect due to class size. It interferes in every single class, carrying out discipline problems which can become a challenge for controlling the class so create a safe environment is not possible. Given that, the physical space is really small and the students are sat close. As a result students are distracted the most of time, especially in the back part of the classroom where the students spend the most of the time speaking to each other and do not pay attention. Moreover, they mentioned that the class must be personalized to gather meaningful learning process in second language use. But in a large class size it is not possible

because large class size limits the time to monitor and evaluate all students in the best way. Also, for giving feedback according to students needs is a challenge. It shunts, that some students' doubts are not cleared as it should be. . As a result, students mentioned that they have to look for help with others teachers or in particular institutions.

Motivation plays an important role in teaching – learning process, students who are motivated have a better performance but class size affects the motivational strategies used by the teacher. As a result participation in large class size is not appropriated because only some students participate; others who are shy become passive learners. Teacher and students in a large class size think that these problems can be avoided in smaller classes.

OBSERVATION GUIDE APPLIED IN 2° DE BACHILLERATO GENERAL UNIFICADO AT UNIDAD EDUCATIVA “SAN VICENTE DE PAÚL” DURING THE ACADEMIC TERM FEBRUARY- JULY 2016.

OBJECTIVES	INFORMATION	RESULTS	ANALYSIS	THEORY
To identify the specific characteristics of class size that can cause differences on students' progress.	<p>Motivation</p> <p>Lack of willingness to learn English.</p> <p>Lack of interest to learn English.</p> <p>Shy students unable to ask questions.</p>	<p>The lack of interest to learn English was noticed in some activities which were asked by the teacher. The students did not do any effort to complete the tasks.</p> <p>Instead of doing the activities they spent their time doing other things.</p> <p>Also, some students did not express their ideas, doubts and feelings because shy learners became passive learners.</p>	<p>The teacher needs to consider other strategies for motivating to students, and encourage them all of the time.</p> <p>Moreover, motivation is important to keep students' attention and enthusiasm in the</p>	<p>Yusuf, Taofeek Ayotunde; Onifade, C A.; and Bello, O S. (2016) said that: class size has a significant effect on the motivation of students to attend classes as well to their studies. The study again reveals that class size may significantly encourage or discourage students from attending or being present in classes. Large classes are often too</p>

	<p>Concentration</p> <p>Class size influences in student`s concentration.</p> <p>Inability to get individual attention.</p> <p>Difficulty in hearing the teacher and vice-versa</p>	<p>The inability to get individual attention was a challenge that the teacher faced.</p> <p>The students could not concentrate and paid attention to the class topic.</p> <p>Because of the amount of the students the class got noisy and the given instructions were not understood clearly. The difficulty to listen made mistakes in the students works.</p> <p>Definitely class size is an important determinant on students` concentration.</p> <p>That is why; students sometimes get distracted into the class.</p>	<p>educational process.</p> <p>It is an important part of safe environment because if the class becomes noisy the students cannot concentrate the difficulty of listening to the teacher instructions is a fundamental part for doing task according what teachers ask.</p>	<p>boring, noisy and rowdy which may constitute discouragement. On the other hand, small class size is less congested and may encourage staying in the class room.</p> <p>According Yusuf, Taofeek Ayotunde; Onifade, C A.; and Bello, O S. (2016) It is not unexpected that attention or concentration is impaired in the large classroom where noise is inevitably a usual occurrence.</p> <p>The student` attention is the most affected general attitude by class</p>
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	<p>Participation</p> <p>Every students participate in class</p> <p>Low participation of students in class.</p> <p>Difficulty of</p>	<p>All of the students were asked for giving opinions in groups work but only some students participated actively in class. Moreover, the students who were in the back part had problems for reading what teacher had written in the board. So taking notes about the class becomes hard</p>	<p>.</p> <p>Participate actively shows students interest.</p> <p>But in this class the students cannot participate frequently and the teacher needs to focus his attention in those students who are not participating. In</p>	<p>size, followed by punctuality. This implies that students' attention in class in being diverted when class size is large due to various distractions.</p> <p>Daniel Yelkpereri, Matthew Namale, Kweku Esia-Donkoh, Eric Ofose-Dwamena.(2012) concluded that encourage student participation by calling on any of the group members at any given time to answer a question or do the presentation. If students know that</p>
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	most students to read from the board		addition, all actions that the students do: listening, reading, writing and speaking are affected by class size which does not permit to reach the objectives already set.	they could be called upon at any given time to present the group work, they will participate fully in the work.
To contrast any variations in the progress and achievement	Teaching quality Class size affects the quality of teaching. Inability to	The teacher tried to organize quizzes to students but class size limited the time for doing it. When the teacher used his creativity for learning English in a	. In addition, all actions that the students do: listening, reading, writing and speaking are	Daniel Yelkpiri, Matthew Namale, Kweku Esia-Donkoh, Eric Ofosu-Dwamena.(2012) This does not promote quality teaching and learning in any learning situation

<p>levels of the two extremes of large and small classes.</p>	<p>organize quizzes and class tests regularly.</p> <p>More theoretical work than practical work.</p> <p>Monitor and Feedback</p>	<p>better way using some resources or other place the teacher are restricted by some institutional norms.</p> <p>Therefore, teacher preferred theoretical work than practical. The teacher experience can help to manage a large class size and use resources for contrasting some problems carried out by class size which affects in the use of strategies.</p> <p>The students felt that the teacher has the will for teaching in the best way. However, the majority of students' doubts were not clarified because it was</p>	<p>affected by class size which does not permit to reach the objectives already set.</p> <p>The students are not monitored according their needs. Also</p>	<p>irrespective of the level of education. It was pointed out by lecturers that large class size makes it difficult to organize quizzes and class tests regularly.</p> <p>Daniel Yelkpiri, Matthew Namale, Kweku Esia-Donkoh, Eric Ofose-Dwamena.(2012) In relation to this, lecturers also mentioned the</p>
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	<p>Class size allows clarifying whole students' doubts.</p> <p>Inability to monitor the lesson effectively.</p> <p>Individual differences not taken care of</p> <p>Class control</p> <p>Discipline problems are hard for controlling in</p>	<p>not possible to monitor and giving feedback. The amounts of the students are too many. So, got and individual instruction became hard. Also the teacher did not do more than two activities per class.</p> <p>Large class size was a synonym of discipline problems. In fact, when the</p>	<p>feedback is not given so if the students doubts are not cleared the teacher need to give individual instruction.</p> <p>Creating a safe environment is a</p>	<p>difficulty they encountered in marking large class assignments and providing feedbacks in time.</p> <p>This implies that individual attention is not given to students who may need it.</p> <p>Pearson, A. (2017) Large class size lends itself to discipline problems</p>
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	<p>large classes.</p> <p>Low contribution from students due to lack of communication.</p> <p>The Class is very noise</p>	<p>teacher tried to create a safe environment only the students who were closer kept a good behavior, the rest continued annoying in class. For example, if the teacher put order in front of the class the students who were in the back part made noisy. So, the class got noisy the most of the time and the teacher instructions were not listened.</p>	<p>challenge in a large class size but the teacher needs to do his best effort for maintaining a safe environment.</p>	<p>because teachers are not able to establish the consistency needed to promote good classroom management. As teachers struggle to handle individual student needs, it becomes very difficult to control a large class. Discipline becomes ineffective, more sporadic and inconsistent.</p>
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<p>To describe teacher and student teaching-learning experiences in overcrowded class.</p>	<p>Students engagement</p> <p>Students do their best effort for learning English language.</p> <p>Low contribution from students due to lack of communication.</p> <p>Inadequate time for questioning.</p>	<p>It was noticed low contribution from the students due to the lack of communication Students were not completely engaged in learning English language; they made some activities just for getting a score. Also, they needed to be taught those things which were important for all students to know.</p> <p>In addition, time for questioning and answering were part of students' engagement but the teacher and students' interaction did not occur.</p>	<p>For engaging students into English language the teacher needs to be careful that some new strategies or the use of didactic material can help to engage the students.</p>	<p>O'Neill, S (2009) stated that: Effective teachers use techniques that have each student working on tasks that engage and challenge them to achieve their personal best. They understand that students learn best when they are presented with new material in a way that enables them to connect it to what they already understand and know how to do.</p>
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	<p>Assessment</p> <p>Use of different activities or papers for assessing students.</p> <p>Difficulty in giving more than two assignments.</p> <p>Difficulty in marking students' tasks.</p>	<p>The teacher assessed only a part of the students who participated more. And he had difficulty for giving more than two assignments per class because in an overcrowded class marking the students was limited by the time. The teacher felt stressful to mark a lot of works.</p> <p>Good assessment is essential in every single class; it could be done in different ways in which the students were part of this process.</p>	<p>For assessing in a good way the teacher must be conscious that the assessment is not only for some students it is for the whole class. So, instead of marking or evaluating students teacher can assess students in every activities.</p>	<p>Daniel Yelkpiერი, Matthew Namale, Kweku Esia-Donkoh, Eric Ofose-Dwamena.(2012) concluded that lecturers were not able to assess their teaching effectively, because to ensure effective teaching throughout a course period, lecturers must necessarily assess all the topics treated in the semester to establish the success level of the instruction. widely accepted that students' learning patterns, educational focus, and allocation of time will be directly influenced by assessment.</p>
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CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The following conclusions were made based on the given results.

- Class size affects to boost quality in teaching –learning process regardless of level of education. Class size causes difficulty to plan quizzes and test regularly. That is why, the teacher is not able to assess his teaching effectively.
- Class size influences on students´ concentration, motivation and in class control.
- Individual instruction is not given in a large class size.

5.2 RECOMMENDATIONS

- Teachers should be given refresher courses on managing large class size time to time.
- Unidad Educativa San Vicente de Paúl should create some policies to deal with large class size problems.
- The authorities should redistribute students, increase teachers and build more classrooms for an effective teaching.

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ATACHMENTS

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

INTERVIEW APPLIED TO STUDENTS AND TEACHER AT “UNIDAD EDUCATIVA SAN VICENTE DE PAUL”

OBJECTIVE: To analyze how important class size is on effective teaching of English as a foreign language with students at 2do año “A” de Bachillerato General Unificado at Unidad Educativa “San Vicente de Paúl” in the city of Riobamba in the academic term February –July 2016.

1.-Does class size matter?

2.-What are your thoughts about class size and its relation with the following?

- **Teaching methods**
- **Motivation**
- **Classroom management**

3.-What do you think about the class size on students’ achievements?

4.-How can the problem of large class size be managed at USVP?

5.-What problems do you face in a large class size?

6.-What factors does class size affect on effective teaching?

7.-Do you think that small class size is better than large class size?

8. - Are your doubts completely cleared by the teacher in a large class size?

9. - What do you do when the topic is not understood?

10.- does class size affect your way of behave into it?



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

OBSERVATION GUIDE APPLIED TO STUDENTS AT “UNIDAD EDUCATIVA SAN VICENTE DE PAUL”

OBJECTIVE: To analyze how important class size is on effective teaching of English as a foreign language with students at 2do año “A” de Bachillerato General Unificado at Unidad Educativa “San Vicente de Paúl” in the city of Riobamba in the academic term February –July 2016.

ITEMS	Criteria	Large class		Small class	
		Yes	No	Yes	No
Class control	❖ Discipline problems are hard for controlling				
	❖ Low contribution from students due to lack of communication				
	❖ The Class is very noise				
Motivation	Lack of willingness to learn English				
	❖ Lack of interest to learn English. ❖ Shy students unable to ask questions				
Concentration	Class size influences in student`s concentration.				
	❖ Inability to get individual attention ❖ Difficulty in hearing the teacher and vice-versa				
Teaching quality	Class size affects the quality of teaching.				
	❖ Inability to organize quizzes and class tests regularly ❖ More theoretical work than practical work				
Participation	Every students participate in class				
	❖ Low participation of students in class ❖ Difficulty of most students to read from the board				

Monitor and Feedback	class size allows to clarify whole students' doubts				
	❖ Inability to monitor the lesson effectively				
Students engagement	❖ Individual differences not taken care of				
	Students do their best effort for learning English language				
Assessment	❖ Low contribution from students due to lack of communication				
	❖ Inadequate time for questioning				
	Use of different activities or papers for assessing students.				
	❖ Difficulty in giving more than two assignments				
	❖ Difficulty in marking students' tasks				