

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



RESEARCH PROJECT:

“THE TEACHING-LEARNING PROCESS IN OVERCROWDED AND NONOVERCROWDED CLASSROOMS DURING SEMESTER I-2018 OF THE INTENSIVE BASIC ENGLISH I AND INTENSIVE FRENCH I FROM THE BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH OF THE FOREIGN LANGUAGE DEPARTMENT IN THE SCHOOL OF ARTS AND SCIENCES AT THE UNIVERSITY OF EL SALVADOR.”

FINAL THESIS PROJECT TO OBTAIN THE DEGREE OF:
BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN
FRENCH AND ENGLISH

ADVISOR:

MANUEL ALEXANDER LANDAVERDE CASTILLO, MSD

PRESENTED BY:

GONZÁLEZ RODRÍGUEZ WENDY JOCELYN GR09069

LINARES MARTÍNEZ ANA MARGARITA LM09030

PACAS SANTOS DELMY VANESSA PS11028

MAIN CAMPUS WEDNESDAY, NOVEMBER 9TH 2018

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

Roger Armando Arias Alvarado

RECTOR

Manuel de Jesús Joya

ACADEMIC VICE-RECTOR

Nelson Bernabé Granados

ADMINISTRATIVE VICE-RECTOR

Cristobal Hernán Ríos Benítez

GENERAL SECRETARY

AUTHORITIES OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES

José Vicente Cuchillas

DEAN

Edgar Nicolás Ayala

VICE-DEAN

Héctor Daniel Carballo Díaz

SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGES DEPARTMENT

José Ricardo Gamero Ortiz

HEAD OF THE DEPARTMENT

Mauricio Salvador Contreras Cárcamo

COORDINATOR OF THE GRADUATION PROCESS

Manuel Alexander Landaverde Castillo

ADVISOR

Acknowledgements

Firstly, I would like to thank God almighty for giving me the opportunity to conclude this project, and providing me with wisdom, and strength to achieve my goals, without his help none of this was possible.

I also, would like to thank to my advisor Licenciado MANUEL ALEXANDER LANDAVERDE CASTILLO who led me in this beautiful journey, for taking of his time to advise us, guide us to accomplish our goals, and encourage us to do our best in this project.

Besides my advisor, I would like to thank the rest of my thesis group: DELMY VANESSA PACAS SANTOS, and ANA MARGARITA LINARES MARTÍNEZ who put all their effort, passion and time, disposition, and collaboration to successfully conclude this thesis final project.

Last but not the least, I would like to thank my family: my parents, my brother and sister for supporting me spiritually throughout writing this thesis, and my life in general.

Jocelyn González Rodríguez

I dedicate this work mainly to God, for giving me life, and allowing me to have reached this important moment of my career.

I thank the professors of the career of Bachelor of Arts in Modern Languages with specialization French and English from the Foreign Language Department at the University of El Salvador, especially my thesis advisor, Professor Manuel Alexander Landaverde, for guiding this research, and being part of another goal achieved.

To my mother, for being the most important pillar, and for always showing me her love, and unconditional support regardless of our differences of opinion. For the effort, dedication, patience, for your confidence, and for all that you have given me throughout my career, and my life, this titling project goes dedicated to you.

And of course, I am grateful to my University, and all the authorities, for allowing me to conclude this stage of my life, thanks for the patience, guidance in the development of this research.

By Margarita Linares

First, I would like to thank God, because in my opinion the human beings can succeed in life only with his help.

Then I want to thank to our advisor Professor MANUEL ALEXANDER LANDAVERDE, mainly he has guided us during this long path to reach the success, at the same time I consider important to thank to all the professors, who in some way has helped us, by transmitting their knowledge to the students with the only purpose of making them to grow as humans.

In third place I want to express my eternal gratitude to my mother, she had given me her unconditional support, she was who accompanied me in every moment of my career, and she is to whom I owe my entire life. And I must confess that many times being overwhelmed I considered the possibility of giving up, but it was because of her, my engine that I continued fighting.

To finish I would like to thank the rest of my family and my close friends, who during my studies cheered me up and were by my side. Besides I want to thank to the people that did not have faith in me, or whom in some moment called me incapable, because it was them who gave me the strength and the courage to continue.

By Delmy Vanessa Pacas Santos

TABLE OF CONTENTS

ABSTRACT (SUMMARY)	viii
CHAPTER I	
1. RESEARCH DESIGN.....	9
1.1 Statement of the problem.....	9
1.2 Research problem.....	11
1.3 Objectives.....	12
1.3.1 General Objective	
1.3.2 Specific Objectives	
1.4 Research Justification.....	13
CHAPTER II	
2. THEORETICAL FRAMEWORK.....	14
2.1 Research Antecedents.....	14
2.1.1 The affordability to higher education in El Salvador.....	14
2.1.2 Class size of the foreign languages department at the University of El Salvador.....	15
2.2 Theoretical bases.....	17
2.2.1 Key terms definitions.....	17
2.2.2 Class size.....	18
2.2.3 Teaching learning process.....	18
2.2.4 Classroom management strategies.....	24
2.2.5 Classroom organization.....	25
2.2.6 Seating arrangement.....	29
2.2.7 Students motivation.....	35
2.3 Hypotheses.....	38
2.4 Operationalization of Variables.....	39
CHAPTER III	
3. METHODOLOGY.....	41
3.1 Type and class of research.....	41
3.2 Study design.....	42

3.3 Study Population.....	42
3.4 Sample.....	44
3.5 Sample selection process.....	44
3.6 Subjects Inclusion/exclusion criteria.....	45
3.7 Techniques and research instruments.....	46
3.7.1 Data collection.....	46
3.7.2 The procedure to collect data.....	47
CHAPTER IV	
4. DATA PRESENTATION AND ANALYSIS.....	48
4.1 Instrument 1: Observation class guide presentation and analysis.....	48
4.1.2 Class Observation guide analysis.....	53
4.2 Instrument 2: Questionnaire addressed to the students' presentation and analysis.....	58
4.3 Instrument 3: Interview addressed to the professors' presentation and analysis.....	73
CHAPTER V	
5. CONCLUSION.....	77
CHAPTER VI	
6. RECOMMENDATIONS.....	79
7. REFERENCES.....	81
8. ANEXES.....	85
8.1 Research Instruments.....	85
8.3 Interview transcription: Intensive French I professor 1.....	93
8.4 Interview transcription: Intensive French I professor 2.....	96
8.5 Interview transcription: basic Intensive English I professor 3.....	100

ABSTRACT (SUMMARY)

The study was carried out to find out and to make a description of the teaching-learning process focusing on the professor's management in overcrowded and non-overcrowded classrooms from the Foreign Language Department at the University of El Salvador, San Salvador. The population of the study included enrolled students in the subjects of Intensive Basic English I and Intensive French I on the first year of the Bachelor of Arts in Modern Languages with specialization in French and English. With this study it was possible to identify some of the challenges faced by the professors in these classrooms. Close questionnaires, interviews and class observation guides were the tools of the research, which were administered to professors and students. Besides there was a direct observation of the groups (overcrowded and non-overcrowded) by the researchers in order to get a clear picture of the challenges faced by them.

The data was given both quantitative and qualitative treatment. The outcome of the study indicated the effectiveness in learning in overcrowded and in non-overcrowded classes where the majority of the professors were facing instructional, disciplinary, and physical and assessment related challenges. In order to solve these challenges some implementable advices were made, which suggested that the University should create strict rules and policies regarding the optimum number of students in classrooms and providing sufficient funds in order to improve facilities and hire more faculty.

I. RESEARCH DESIGN

1.1 STATEMENT OF THE RESEARCH PROBLEM

Nowadays, the need of getting an academic status is increasing each year in the country. This can be evident in the Foreign Language Department at the University of El Salvador, where the educational demand keeps growing each time. According to the academic administration website's the student population of this year from the Bachelor of Arts in Modern Languages with Specialization in French and English was 781. Due to this number of students is necessary to create many groups, especially those from the basic subjects in the first years, even though these groups are overcrowded reflecting some concerns related to the proper learning that the students need to achieve.

An overcrowded classroom can be defined as a class with a number of students exceeding the optimum level, which causes hindrance in the teaching- learning process for those students. Overcrowded classrooms do not provide a good environment and favorable conditions for the activities to be developed effectively.

According to the Emory College Classroom Guide created to implement thoughtful classroom practices, and classroom process in Atlanta, Georgia (2010), most language teachers pointed at only the seminar and conference rooms as acceptable for teaching languages, since seminar rooms generally accommodate smaller numbers of students seated in either a circular or rectangular format, and have 8 to 25 seats, while conference rooms are often more formal than seminar rooms, but their maximum capacity is the same having 8 to 25 seats as well. It was said that a classroom is filled out with the exact number of 45 as the established capacity for other type of courses, but it is unacceptable for a language classroom. Based on their experience, language teachers suggested that the ideal class size is between 10-12 students.

Locastro in her article "Large Size Classes: The Situation in Japan" (1989) investigated about teacher and student attitudes about second language instruction in large classes in universities. That research showed that students preferred classes of 10-20 students, and instructors suggested that the ideal class would have 19 students. These instructors

reported that when having 39 students, problems began to arise, and that a class of 51 students was impossible. They also reported that an uncomfortable small class begins at 7 students, and an impossible small class has 4 or less. An upper limit that is often suggested as a reasonable compromise is 25 students.

As well, room size and furnishings are, of course, secondary in importance when it comes to the ideal number of students in the language classroom; the main consideration is the opportunity for active participation and interaction, which is critical for successful learning.

Optimal classrooms conditions should be a primary area of interest for any institution. An adequate classroom should meet some standards like proper seating, the number of students should not exceed beyond the teacher's ability to pay attention to, good ventilation of air and healthy temperatures. So, a good space where learning can take place should be provided.

Taking into account the aforementioned it can be easily perceived how this problematic was present in Intensive Basic English I and Intensive French I courses of the Foreign Language Department at the University of El Salvador. Since the planned number of students to be enrolled in each course varied from 25 to 45 before the registration process took place each semester. According to the head of the Foreign Language Department numbers were extended to an approximate 35 to 60 students in each group of class, but it depends on whether the course demands interaction among students-students, professor-students and vice versa.

Nevertheless, these numbers were still not suitable to boost learning, the size and physical characteristics of classrooms were far from what it is established on the Regulations for the Infrastructure of Institutions of Higher Education by the MINED (1998). To this extend and to know more about this topic, the research team administered a questionnaire online with 10 different items to 29 freshmen from the Bachelor of Arts in English with emphasis in Teaching and the Bachelor of Arts in Modern Languages with Specialization in French with the only purpose of knowing their opinion about the teaching-learning process

and classrooms conditions in overcrowded and non-overcrowded classrooms and how aware students were of these issues.

Indeed, the results obtained have shown that overcrowded classrooms reduced the possibilities for students to participate in class and their own learning process was not properly achieved, because professors do not have control over those who have fewer opportunities to join in activities developed in class. Personalized assessment or feedback cannot be given since professor can only focus on those who might be in front of the class or raised their hand most frequently. Professors in small groups may have control in the whole, while monitoring activities and hence, student's feedback and error correction can occur without any pressure, because professor knew each of his pupil's weaknesses, skills and areas to improve.

1.2 RESEARCH PROBLEM

The teaching-learning process in overcrowded and non-overcrowded classrooms during semester I-2018 of the Intensive Basic English I and Intensive French I from the Bachelor of Arts in Modern Languages with Specialization in French and English of the Foreign Language Department of the School of Science and Humanities at the University of El Salvador.

1.3 OBJECTIVES

1.3.1 General objective

1. To compare the development of the teaching-learning process in overcrowded and non-overcrowded classrooms of the Basic Intensive English I and Intensive French I from the Foreign Language Department at the University of El Salvador, semester I-2018.

1.3.2 Specific objectives

2. To observe the different professors' classroom management strategies to promote the students' learning in overcrowded and non-overcrowded classrooms of Basic Intensive English I and Intensive French I.
3. To contrast the students' academic outcomes in overcrowded and non-overcrowded classrooms through the final grades of the semester.

1.4 RESEARCH JUSTIFICATION

Nowadays, majors related to foreign languages are increasing its demand in the overall country, because of the benefits that talking different languages brings, such as the wages offered by the call center industry. Clearly the University of El Salvador is the best option to learn languages through their Foreign Language Department, where the majors in English Teaching and Modern Languages are offered.

Another aspect that increases the demand of these majors is the level of language acquisition offered by the university, this fact is making students eager to study here, as a consequence the classrooms become overcrowded, which is evident even by students enrolled in the different subjects.

The main purpose of the research was to discover how a big number of students in the groups intervene in the teaching-learning process, which was identified through the challenges presented in the process, fact that would have a negative impact on student's achievements. In that way the utility of this research was to find possible solutions to solve any challenge if they were present in those groups.

Through the research it was obtained important data about the problematic already mentioned, which is indispensable to know deeply the factors influencing the teaching-learning process. But why was this important, the true relevance of this research was the results obtained, they were analyzed in order to solve the possible challenges found in the process. That analysis became evident in the recommendations of the work which tried to benefit the future generations of students in the Foreign Language Department at the University.

II. THEORETICAL FRAMEWORK

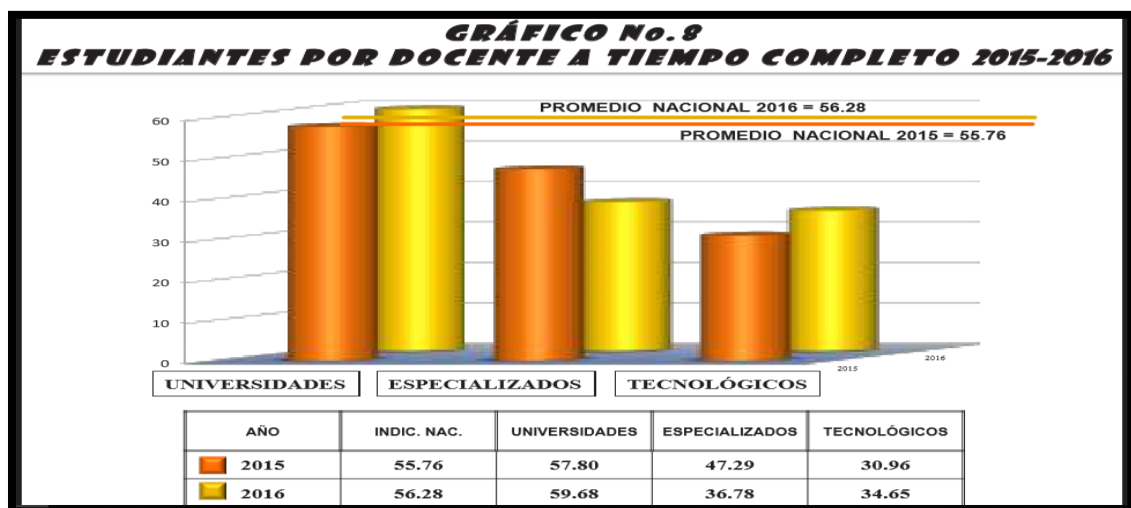
2.1 Research Antecedents

2.1.1 The higher education in El Salvador

Effectiveness of professor has a crucial place in education and it is usually evaluated base on students' achievements. The focus of professors' effectiveness has been primarily on quality of teachers and how they instruct. However, there are external factors that influence teachers' effectiveness like the number of students per teacher. (The impact of number of students per teacher on student achievement, 2015).

Enrolment data reported by the higher educational institutions in El Salvador had experienced in the last years a sustained growth. The students' enrollment was 180,955 in 2016 with relation to the previous year which represented an increase of 0.87% (Dirección Nacional de Education Superior, 2017).

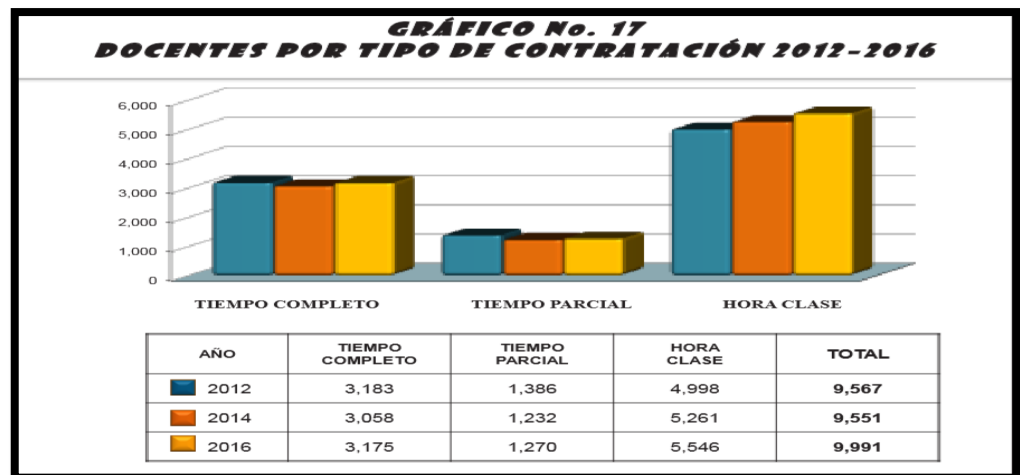
In the same way, it was observed a slight increase of 0.52% of the number of students per full-time professors between 2015-2016, according to the statistical data results of higher educational institutions obtained by Ministerio de Educación of El Salvador (Dirección Nacional de Educación superior, 2017).



Source: Dirección Nacional de Educación Superior, Ministerio de Educación (2017). Table N°1 Statistics number of university students per professor in El Salvador. Retrieved from <http://www.mined.gob.sv/index.php/2015-05-12-15-29-13/send/713-informacion-estadistica-de-educacion-superior/6448-resultados-de-la-informacion-de-ies-2016>

According to the previous statistics the percentage of students far exceeded the number of professors, which generated the recruitment of different types of professors such as full-time, part-time and hourly base class professors.

About teaching staff, it showed a relative increase of 0.86% between 2015-2016, which meant the recruitment of 85 professors. In El Salvador the teaching staff was established with a total of 8,974 professors where 2,817 (31.39%) are full time, 1,115 (12.24%) are part-time and 5,042 (56.18%) are hourly base.



Source: Dirección Nacional de Educación Superior, Ministerio de Educación (2017). Table N°2 Statistic type of recruitment professor in higher education in El Salvador. Retrieved from <http://www.mined.gob.sv/index.php/2015-05-12-15-29-13/send/713-informacion-estadistica-de-educacion-superior/6448-resultados-de-la-informacion-de-ies-2016>

2.1.2 Class size of the Foreign Languages Department at the University of El Salvador.

The University of El Salvador is the only higher educational public institution in El Salvador receiving more than 23,711 applications for the semester I-2018, becoming one of the most demanding universities in the country. According to statistics the school of Sciences and Humanities collected the highest requests with 4,514 new applicants (El Universitario, 2017).

From 4,514 applications received by the School of Science and Humanities 1,400 applications belong only to the Foreign Language Department, and at the end of the application process the department only accepts 83 new students out of 1,400. That means 1,325 students were left out since there is not space to accommodate them, even if they apply through major transfers.

Due to this issue professors face many obstacles when attempting to teach in overcrowded classrooms, which include instructional, management, assessment and other problems (Cornejo et al. 2014).

According to the head of the department M.A. José Ricardo Gámero Ortiz, the problem of the Foreign Language Department is caused by the lack of professors and the high demand of students who decided to study these majors. Gámero stated that for the 900 enrolled students in the Bachelor of Arts in Modern Languages with specialization in French and English during semester I- 2018, the department only had 5 full-time professors available, which means that the ratio is 180 students for every professor, so it became necessary to recruit hourly base professors.

The number of hourly base professors amounted to 25-30, but the disadvantage of the type of professors is that students cannot look for them out of classes and request tutoring or ask for grades, since they only arrive at classes and did not have their own cubicle.

Another challenge faced by the Foreign Language Department is the lack of classrooms. According to the head of the Department at the beginning of the semester I-2018, only 9 classrooms were assigned to the Department for a total of 160 groups from both majors, leaving a lot of groups without classrooms even at the end of the semester. Another inconvenience that affected the Department was the limited budget assigned for the University resulted in no funds available to invest in infrastructure.

a Theoretical bases

i Key terms definitions

Class size: It refers to the total number of students in a particular course or class Locastro (1989). An overcrowded classroom has 26 or more students, and a non-overcrowded classroom has 25 or fewer students (Adapted to the foreign Language Department).

Teaching-learning process: are combined processes where and educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan work and evaluates the outcomes of instruction. (Igi Global Dictionary)

Classroom management strategies: the variety of strategies (activities and procedures, techniques and resources) that professors use to keep students organized, orderly, focused, attentive and academically productive during the class (Great Schools Partnership)

Student's motivation: Brophy (2010), describes the concept of students' motivation as a degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their professors. Students motivation is rooted in they own subjective experiences, especially those connected to their willingness to engage in learning activities and their reasons to do so. For Brophy, the motivation is a theoretical construction used to explain the initiation, direction, intensity, persistence and quality of behavior, especially goal directed behavior.

ii Class size

Locastro (1989), carried out a research about large size classes conducted in Japan in which she investigated professors and students' attitudes about second language instruction in large classes, where many teachers of a second language suggested that the ideal number is 19 students per class. These instructors reported that when having 36 students, problems began to arise, and that a class of 51 students was impossible.

Overcrowded classrooms are an on-going concern for many educators nationally and internationally. There are many studies that have been done and have found that this issue is impacting negatively on students' learning (Muthusamy 2015).

In classes containing a big number of learners, teachers feel that they have a lot of challenges. Such as talking to everybody in class, ensuring that everybody is participating, and evaluating all learners fairly (Setti 2016). Not only that, large classes also pose challenges on students learning in a way that hampers their language learning.

iii Teaching-learning process

Teaching-learning process is a combination of processes where the educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan work and evaluates the outcomes of instruction (Igi Global Dictionary).

During the development of the teaching-learning process the professors face some challenges especially in overcrowded classes. That is why when it is talked about class size is important to implement the concept of classroom management strategies.

The teaching-learning process also includes the lesson planning process (as stated in TESOL Courses): All teachers use lesson plans to give the class direction. But the lesson plan has other benefits, both for teachers and students. Some of the reasons for planning lessons includes:

- Allowing the professor to time the individual components
- Providing for a logical progression of activities
- Showing students that some time has gone into preparing their lesson
- Enabling professor to see whether there is a balance of activities and skills within the lesson.

Planning will take a lot of time for the new teacher, but this time is worth investing. Tried and tested lesson plans can be repeated with other classes and adapted to suit other levels. Also, there is nothing like the feeling of a good lesson when students are learning in a positive atmosphere that the teacher has helped to create. The purpose of a lesson plan is to provide them with a lesson framework.

The lesson should include a variety of components, because students will quickly get bored if professors just do one thing (30 minutes of dictation is not very inspiring), and the plan helps them to order these components. This order should be logical and enable us to see a link between each of the components, which leads to achieve the aim of the lesson plan.

It is important to consider four elements in the planning, which are listed below: The Class: How many students? ages, sexes, group dynamics etc.

Lesson Aim: What do the professor wants to achieve in this lesson?

How to achieve the lesson aim: Which combination of activities will be successful?

The unexpected: What will we do if something goes wrong?

It has been divided the stages of a lesson into 5 components: Stage 1 – Engagement activity, Stage 2 – Presentation, Stage 3 – Study, Stage 4 – Practice, Stage 5 – Warm-up.

Stage 1 – Engagement activity or Warm-Up:

The anticipatory Set: A review connects the current lesson with previous lessons by going over points that were taught or learned previously. When the class arrive, they may not be in tune or ready for English. This stage helps to ‘warm them up’ and engage them, so that they are receptive to the lesson when it begins in earnest. Briefly, an engagement activity (sometimes called a warmer) gets the students speaking, wakes them up mentally and enables them to get ready for what is to come.

An engagement activity usually takes no more than 5-10 minutes, sometimes less, and it allows a time buffer between the start of the classroom time and the start of the lesson proper (think of all those students who come in late and the professor must repeat themselves). There are many engagement activity ideas that can be used. Some activities will fit into the theme of the lesson if the teachers are really in tune, others will just be a good activity that wakes the students up.

Stage 2 Presentation-Development:

These are integrated activities that allow to stimulate all learning channels with varied strategies adapted to the type of content and what is expected to be achieved. They are known as procedures, following the guidelines given. It is not necessary to write the content. It is necessary to use stimulating resources for learning.

This stage is designed to introduce the theme to the class, leading them into the lesson. If the professor wishes it can be combined with the engagement Activity.

Why do teachers do this? When learning languages at school, this was the part that seemed to be missed out. There was often nothing preceding ‘open your books at page 54’. The result was that professor often failed to engage their students into what followed, leading to some students losing interest and shutting off mentally. The basic idea behind the ‘presentation’ stage is that if the teacher prime students he/she warm them to what follows. It aids learning, as the brain is activated, ready to find out more. It should be lively, predominately oral, and take no longer than about 10 minutes.

How is this achieved? The best way to create good engagement activities is to select a main activity or theme for the ‘study’ part of the lesson and work backwards. For example, imagine the professor has selected a reading activity, which is a section from Nelson Mandela’s autobiography, ‘Long Road to Freedom’ for the study component. Invite general feedback and comment from the class.

Stage 3- Study

What is the ‘study’ aspect of the plan? This is the lesson core. It may be a reading, writing, speaking or listening activity that professors have chosen or a combination of them in some form. Whatever they choose, the activity should act as a base for some sort of analysis or study and there should be a link, thematic or otherwise with the engagement activity.

Why do professors do this? So, the students study an area or a skill, also that they prove they have grasped the area under analysis in a task or series of tasks.

How is this achieved? The tasks may be a series of practices around a grammar focus, for example, or they may be broader based to improve all round competencies in the language. Having selected the Mandela reading, see how it can be used as a revision of past tenses in the following way:

- i) Students underline examples of the past simple. Then circle the past continuous.
- ii) Compare them on the board, eliciting answers from the class about form and usage.
- iii) Prepare ‘controlled’ exercises ensuring students understand the difference between simple and continuous. One way of doing this is through a ‘cloze’ exercise where students fill in the missing word in a sentence with the correct form of the verb. For example: ‘I _____ (read) the section on the Study Stage at the moment.’
- iv) Students mark each other’s work as all go through the answers as a class. Alternatively, if the lesson focus is on language development, then the teacher could use the text differently:
 - i) Pre-teach new language to students.

ii) Students read text and answer set questions in controlled environment.

iii) In groups, discuss answers to broader conceptual questions which deal with the underlying message of the text.

Notice in both of the above the mention of ‘controlled’ exercises. These are tasks that allow a limited response only and serve to ensure that the target language is being used accurately. It is important that this focus on accuracy before any work on fluency is undertaken.

Stage 4- Practice- Guided Practice and Collaboration

What is the ‘practice’ phase? This is the phase that allows the students more freedom to use what they have learned in the study phase and practices it in different contexts. This phase generally contains more open tasks (rather than the controlled practices that characterized the earlier stage) that allow for a natural use of the target language. This phase is often referred to as a free practice.

Assessment (Independent Action)

Why do professors do this? It is important that students can use the target language outside of controlled exercises and that they can explore the language. They are more likely to speak and write naturally if they have the opportunity to practice in the classroom.

How is this achieved? There are a variety of ‘freer’ tasks depending on what the professor wishes to practice. These include games, class discussions, free writing tasks and communication activities. Returning to the theme highlighted earlier, it can continue with the revision of the past tenses, which provides students a good opportunity to use narrative tenses. If the professor has introduced any new language, now is a good time to see if students can recycle it and use it in a productive exercise.

Then students present their stories or texts to the rest of the class and write up a neat copy for homework, to be handed in next lesson.

The 3 main stages of the lesson; presentation, study and practice will work particularly well when professors have a structured language point to work through. It provides an excellent model for teaching lower ability groups but may be found a little predictable for more advanced groups. As the professor get more confident he/she can adjust the order, or even have different phases repeated. If professors have a very imaginative higher-level group, they might lead in with the practice phase and the narrative idea 'It was a dark and stormy night...' and give them 10 minutes to prepare something.

Go around the class eliciting a sentence each on the board to complete the story. Analyze grammar, vocabulary, sentence structure etc. together using the board work as a prompt. The professor could return to the freer practice by asking students, in groups, to tell each other about the scariest thing that has ever happened to them.

Stage 5-The Warm-Up / Review and Connections:

These are the activities that will be carried out to verify the individual learning and sharing the acquired knowledge, it can be professors' account, socialized conversation about what was learned, construction of definitions and conclusions, self-reflection: What did the students learn today? graphic representation, exercise to check, brainstorm about what has been learned, question technique, mental maps, problem solving (metacognition), and reinforcement for the home is also reflected.

Review the lesson material and how this information will transit into the next lesson (or into the real world) to help the students make the connections.

The final part is a warm-up stage. This is often overlooked by professors and it is probably the most omitted part of plans when things don't run to time. But it is here that the professors and his/her students can take a breath. Professors can use it as a recap of the main points of the lesson, or if the lesson has been quite working, then it can be a good chance to do something lighter. This will send students out on a high, hopefully looking forward to the next lesson.

iv Classroom management strategies:

According to Patricia Sequeira Belvet in her book *Rethinking Classroom Management*, maintains that classroom management strategies are an opportunity to personalize teachers learning needs, as they become a classroom leader making use of a set of strategies to prevent, intervene and solve problems in classrooms, to be an effective and influential leader in the classroom with the only aim of fostering students and teachers' success Belvel (2010).

In general, classroom management refers to professors' actions which lead to the creation of a learning environment, where positive interpersonal interaction is promoted, and effective learning is facilitated Ming-tak, H & Wai-shing, L (2008). According to them, classroom management has two specific purposes: Creating and maintaining a positive learning environment and promoting student' whole-person growth.

Maintaining a positive learning and promoting students' growth is possible by making use of different professors' classroom management strategies, as a way of organizing their classroom, selecting the suitable professor's rules, and choosing the procedures to use in class; to facilitate the teaching-learning process by designing and developing the "lesson planning".

At the same time is important to manage classes that can be done by grouping students. Wrubel, 2002, defined grouping students as an opportunity to enhance their classroom experiences by solidifying friendship base on the amount of time students were able to spend with each other. For others group learning allowed them to discover new, interesting and admirable qualities finding the best place for each student to learn and at the same time to interact in classroom. Groups can positively focus attention on students' talents and skills.

v Classroom organization:

1. Whole-class teaching: according to Harmer (2001) in his book *The Practice of English Language Teaching*, whole-class teaching is the most common teaching-students interaction in many cultures since, it reinforces a sense of belonging among the group members, making everyone involved in the same activity with the aim of giving students points of common references to talk about, and can be used as reasons to bond with each other. It is easier for a student to share an emotion such as happiness or amusement in a whole class setting since twenty people laughing is more enjoyable than just two.

Also, Whole-classes are suitable for activities where the professor is acting as a controller and is especially good for giving explanations and instructions where smaller groups would mean having to do these things more than once and is a good way to get a general understanding of students' progress. The educator becomes a moderator, animator, who motivates and guides the attention of the whole class.

2. Students on their own:

According to Bello, P. & Feria, et al. (1990) the aim of an individual work is that students face knowledge they do not know, follow up, and search by their own, having the capacity to reflect on the ideas and knowledge unknown. Working by themselves help students to assimilate and study according to the capacity and self-paced. Any professor has observed that every student has their own way to act, their own originality that makes them different from others.

A student on their own is likely to be less stress for students than working with others or being exposed to the whole class interaction. It allows professors to respond to individual students' differences in terms of pace of learning, learning styles, and preferences. Also, it can develop the learner autonomy and promote skills of self-confidence and investigation over the dependence in the teacher (Harmer, 2001).

3. Pair work:

In pair work students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogs, predict content of reading texts or compare notes that they have listened to or seen. Pair work dramatically increases the amount of speaking time of any student in the class; also, allows students to work and interact independently without the professor's intervention, thus promoting learner independence (Harmer, 2001).

According to Richards, J. & Farrell, T. (2011) grouping students in pairs can take into consideration ability level, language and cultural background, and other factors that will facilitate a positive approach to learning, although students who are not familiar with this learning arrangement may need careful orientation and preparation for pair-work activities. Pair work provides opportunities for sustaining interaction and has long been advocated as a key means of promoting both linguistic and communicative competence.

4. Group work:

Cohen, E. & Lotan, R. (2014) Defines group work as students working together in a small group, so that everyone can participate on a clearly learning assignment and when professor gives students a group task allows them to struggle on their own and make mistakes. Delegating authority in an instructional task is making students responsible for specific parts of their work. Students in a group communicate with each other, ask questions, explain, make suggestions, criticize, listen, agree, disagree, and make joint decisions.

Like pair work, group work dramatically increases the amount of talking for individual students. There is also a greater change of different opinions and varied contributions than a pair work. In general, it is possible to say that small groups around

five students provoke greater involvement and participation than larger groups (Harmer, 2001).

Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time (University of Waterloo, 2017).

Prepare group work

Think carefully about how students will be physically arranged in groups. Will it be easy for groups to form and for all students to be comfortable? Also think about how the layout of the classroom will impact volume. Will students be able to hear one another clearly? How can the teacher moderate the activity to control volume?

Insist on professional, civil conduct between and among students to respect people's differences and create an inclusive environment. Talk to students about their past experiences with group work and allow them to establish some ground rules for successful collaboration. This discussion can be successfully done anonymously using note cards.

Designing the group activity

Identify the instructional objectives. Determine what it is necessary to achieve through the small group activity, both academically (e.g., knowledge of a topic) and socially (e.g., listening skills). The activity should relate closely to the course objectives and class content and must be designed to help students learn, not simply to occupy their time.

When deciding whether to use group work for a specific task, consider these questions: What is the objective of the activity? How will that objective be furthered by asking students to work in groups? Is the activity challenging or complex enough

that it requires group work? Will the project require true collaboration? Is there any reason why the assignment should not be collaborative?

Make the task challenging. Consider giving a relatively easy task early in the term to arouse students' interest in group work and encourage their progress. In most cases collaborative exercises should be stimulating and challenging. By pooling their resources and dealing with differences of opinion that arise, groups of students can develop a more sophisticated product than they could as individuals.

Assign group tasks that encourage involvement, interdependence, and a fair division of labor. All group members should feel a sense of personal responsibility for the success of their teammates and realize that their individual success depends on the group's success.

Allocate essential resources across the group so that group members are required to share information (e.g., the jigsaw method). Or, to come up with a consensus, randomly select one person to speak for the group, or assign different roles to group members so that they are all involved in the process.

Decide on group size. The size you choose will depend on the number of students, the size of the classroom, the variety of voices needed within a group, and the task assigned. Groups of four-five tend to balance the needs for diversity, productivity, active participation, and cohesion.

Seating arrangement

As stated by Kerry Curtiss Williams (2009) one of the first decision to make when designing a classroom seating is how the teacher will arrange the room. It is important to think about an arrangement that will best help students learn and belong in a classroom community. The room arrangement will look different for a class of 19 than it will for a class of 35 and of course having many people in small space can cause stress if it is not well managed. Grouped seating, whether at tables or with desks pushed together, foster peer interaction while row seating promotes students focus on individual task. The key, therefore, is to match the appropriate seating arrangement depending to the activity. It is important to know that seating arrangement (according to George Patton Associates, 2016) can be established according to the following questions:

How do you want the class to interact?

- **Minimal:** Interaction flows from the professor to the student. Student-to-student discussion is scarce. Testing and individual work also dominate the class.
- **Small Groups:** Students interact in pairs or small groups.
- **Large Groups:** Students engage in group discussions and lessons with the entire class.

What are professor's learning objectives?

- **Knowledge:** Students will learn and understand the content of the coursework. Use configurations that support independent activity and emphasize focus on content.
- **Skill Growth:** Students develop a certain set of skills during this course. For skills that rely on cooperation, communication, teamwork, reflection, etc., layouts that encourage group work and discussion are preferred. For more independent skills like troubleshooting, analysis, listening, etc., look for configurations that support independent work and minimize distractions.

Pairs with Rows (Figure number 1)

Keeping the traditional row lay out intact, but pairing students together within a row, allows students to work easily with a partner, but with less distraction than in clustered groups. The professor may lose some of his/her ability to move around the classroom, but when the need for small groups of four to six students arises, students can quickly turn to another pair of desks and form a group. One thing to keep in mind, professors, especially for those of professor's multiple classes, is that while one seating arrangement may prove successful for one class, it might not provide the same benefits for another class. The advantages and disadvantages are not universal (The TFA Editorial Team, 2016).

U-Shape (Figure number 2)

The U-Shape method of seating come into being necessary when instruction moved from teacher centered to student centered classrooms. It has its roots in cooperative learning and is recognized as a seating upgrade to traditional rows in classes seeking to involve students more in the learning process. Space and class size are major concerns for this style of seating (Retrieved from www.tesolclass.com).

If the class size is over twenty, then the room needs to be large to accommodate the U-shape. Also, more students create a larger U-shape that starts defeating the purpose as students move farther away from the board and educator. For larger classes, instead of one big 'U,' educators can create multiple smaller "U's" of five or six students. Again, U-shape depends on the type of class, classroom size, and number of students.

Interaction is greatly facilitated in this seating arrangement. All students are now in direct eye contact of the educator and fellow students, thus allowing for a more natural construct in which communicate as an entire unit. Students are naturally engaged as they feel part of a larger group instead of just a single speck within a large

frame. Also, the educator can occupy the center of the group to do experiments or demonstrations, so students can easily see and be engaged by the lesson.

Another benefit of this arrangement, the professor can use a talking instrument, such as a stick, and pass it around the group and have the student holding the item to talk. This gives everyone an opportunity to speak and really encourages the others to listen as they are looking eye to eye with the speaker. Psychologically, it is easier for a listener to tune out if they can't see the person that is speaking; this arrangement encourages listening as the listener may not want to be perceived as rude.

Atmosphere: Whereas the tradition row was isolating, this arrangement is more welcoming to become part of a greater whole. Connecting with the educator and other students is greatly increased, which in turn, can greatly facilitate interaction and discussion amongst the students. In a way, it promotes togetherness and really helps students engage in the roles of speaker and listener. The student is able to move into the role of participant and take control of his learning and participation.

This arrangement can also provide a positive environment and reassurance for expressing ideas. It is natural to shake one's head in agreement when hearing something that one shares the same view; therefore, when a student opens to express himself, this natural agreement can become encouragement for the student to share more of his thoughts. In this way, the set up becomes an enabler to students who may otherwise stay quiet.

Behavior: For the educator who must deal with behavioral problems, this can be a great arrangement to control students. Now, students don't only have to be concerned with the educator seeing them, but now the whole class can see them. Having to be a responsible member of the group can be enough to curtail most problems students usually cause. Also, students are in sense pressured to be engaged for the same reason.

Strategy: One strategy the educator can use to increase student participation and discussion is sitting down. If the educator stands up, then the educator can be seen

as dominant and the focus of the students will be to listen. By sitting down, the educator and students reside at an equal level which can be seen by the students as having an equivalent role in providing information. This is purely a psychological construct that can make a huge difference in participation and discussion.

U-Shaped Seating Pros

Encourages discussion and interaction

Easy to observe students and provide one on one help if needed

Creates a connection with the educator and other students

Creates a small community in which to learn

Assists in engaging students to learn

Can be an enabler for students to participate

Helps control some students with behavioral problems

U-Shaped Seating Cons

- Shy students may feel anxiety being part of one large group
- Some students don't want to talk with many eyes upon them from all directions
- Cannot be used with all ages to control behavior
- If the class is not a talkative group, the silence of many can discourage the speaking of a few. No seating arrangement can force a class to talk that doesn't want to talk.
- Classroom size and number of students can thwart the usefulness of this arrangement

Groups, Clusters, and Pods (Figure number 3)

Although clusters or tables with ample seating prove easier for group work, one problem is the fact that not all students will be able to face the teacher, leading to “side talking.” To combat this distraction, it is important to establish a set of ground rules at the outset, such as no side conversations; that all students must face professors when they are speaking; and that each group is responsible for keeping their cluster clean and organized. Assigning each cluster, a team name and organizing a hierarchy of leadership can also be beneficial, creating a sense of unity and increased accountability among the group (The TFA Editorial Team, 2016).

Runway (Figure number 4)

Best used with smaller classes, this setup puts the emphasis on the educator. The professor uses the runway between the two rows of facing desks to conduct the lessons. This layout is great for discussions and lecture-based classes (George Patton Associates, 2016).

Herringbone (Figure number 5)

Herringbone represents a seating arrangement in which chairs are arranged in rows slanted in a V shape and separated by a center aisle. They face the head table or speaker and allows all participants to see the facilitator and the flip chart and avoid giving the impression of overcrowded. (Rogers, 2013).

According to Robert J. Garmston (2005) the herringbone arrangement offers advantages to larger groups. In this arrangement, tables are angled so that participants seated on both sides have either their right or left shoulder pointing toward the speaker. This allows lecture-style learning and easy access to small-group discussions with people at the same table or different tables.

Figure 1. Row Arrangement.

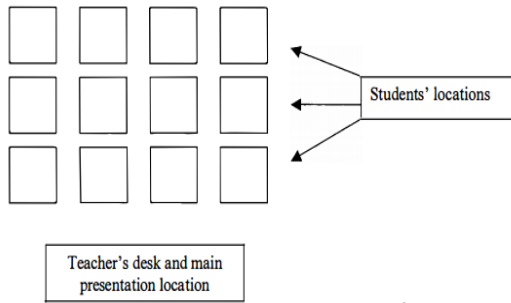


Figure 3. U-shaped arrangement.

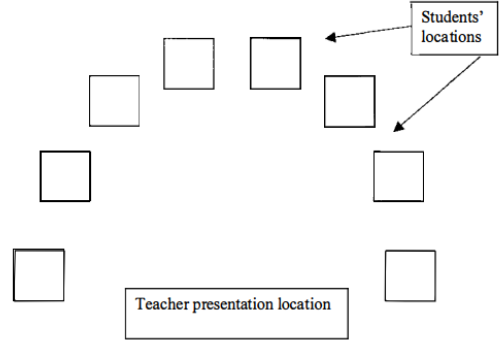


Figure 5 group pods

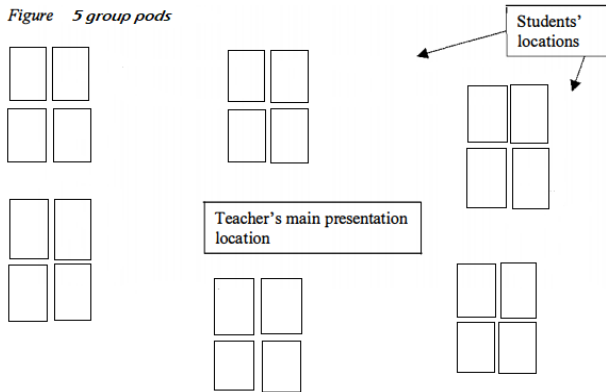


Figure 6. Run way

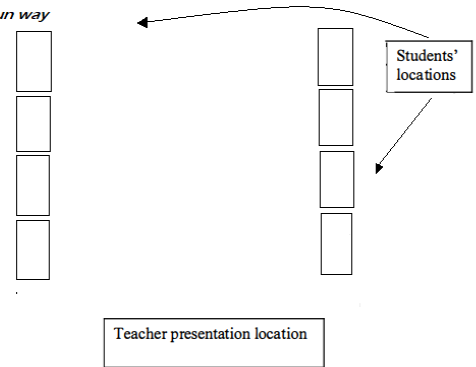


Figure 2. Herringbone or split half arrangement.

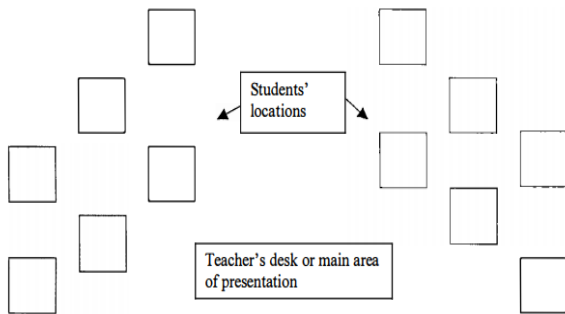
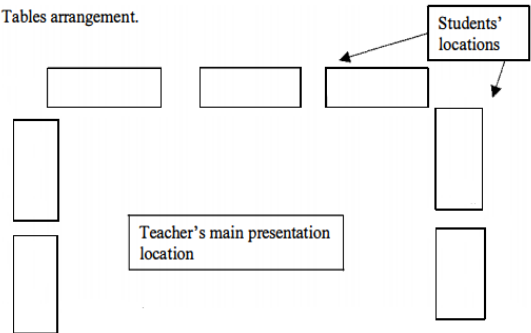


Figure 4. Tables arrangement.



vi Students' motivation

The concept of motivation appears in many fields. In psychology for example, it can be read about the need to be motivated to learn the innate motivation of the students to master the environment in order to develop the motivated selectivity in the processing of environmental stimuli to acquire knowledge (Nakata, 2006).

According to Nakata (2006) motivation is largely responsible for determining human behavior, and thus those who are really motivated to learn a foreign language will be able to become proficient to certain degree regardless of their intelligence or language aptitude. Nakata also considers motivation not as a unitary construct but as expectancy, value, self-efficacy, goal orientation and interest, to name just a few.

In the same way, Brown (2001) defines motivation as the extent to which the student makes choices about goals to pursue and the effort he/she will devote to that pursuit. According to him, this definition can be interpreted in terms of two opposite camps, one through a behavioristic paradigm: where human beings, like others living organisms, will pursue a goal because they perceive a reward to doing so. That is means to pursue goals in order to receive externally administered rewards: praise, gold stars, certificates, diplomas, scholarship, careers, financial independence and ultimately happiness, a goal or through cognitive psychological viewpoints.

In the other camp are number of cognitive psychological viewpoints that explain motivation through deeper, less observable phenomena to be physically active, to be receptive to mental, emotional or physical stimulation.

Brophy (2010), describes the concept of student's motivation as a degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their professors. Students motivation is rooted in they own subjective experiences, especially those connected to their willingness to engage in learning activities and their reasons to do so. For Brophy, the motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence and quality of behavior, especially goal directed behavior.

The question of why some students become engaged with the study and others do not is fundamental to motivation, because motivation theorists seek to understand the reasons for people's behavior, and for the individual's choices made among the different options available to them. Each day, students are faced with many choices such as whether to read a book, watch TV, do homework, or call a friend (Wigfield, Guthrie & Perencevich, 2010). To understand more about this topic is essential to raise two types of motivation that influence these human actions mentioned: Intrinsic and extrinsic motivation.

Intrinsic motivation:

Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual, because it is naturally satisfying to him/her. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishment. ("Extrinsic vs. Intrinsic Motivation: What's the Difference?", 2018).

According to Brophy (2010), intrinsic motivation depicts people as pursuing their own agendas doing what they do, because they want to, rather than because they need to. Students who learn content with understanding, not only learn the content itself, but also appreciate the reasons for learning it and retain it in a form that makes it usable when needed. Intrinsic motivation refers primarily to affective experience, enjoyment of the process involved in engaging an activity.

Students who are intrinsically motivated view the learning process as valuable and genuinely want to understand the content. Teachers are able to encourage intrinsic motivation, though it is more challenging. Researchers suggest that the following types of activities tend to intrinsically motivate learners: challenging tasks that question existing understanding and create a sense of curiosity; task where the learner has some control over their own understanding; and tasks that evoke some aspects of their emotions (Larson, B. E. & Keiper, T. A., 2007).

Extrinsic Motivation:

Extrinsic motivation is characterized by factors that are external to the self. The student is motivated to learn or achieve not by personal interest or desire for growth, but from a desire to please others by meeting expectations set by parents, teachers, or factors like a desire (Grade Point Average) GPA (Concordia University-Portland, 2018).

According to Larson, B. E. & Keiper, T. A. (2007), extrinsic motivation is motivation brought on by external factors people believe will provide desirable outcomes, such as praise, a reward or even avoidance of negative consequences. Extrinsic motivation means to an end, students are motivated to do something, because the end result will be better. Teachers extrinsically motivated their students in a variety of ways: points for assignments, letter grades, praise for good behavior and more. Extrinsic factors may promote learning for the sake of a reward (or for the sake of avoiding punishment).

In other words, those students motivated by extrinsic factors perform academically to achieve an outcome, compared to students who are intrinsically motivated who perform to learn. An important difference between intrinsic and extrinsic learners is the level of effort put in the classroom, with those who are intrinsically motivated expending significant effort resulting in greater learning outcomes (Dunn, D. S., 2015).

2.3 Hypothesis

“Teachers apply special classroom management strategies in overcrowded and non-overcrowded classrooms for keeping students’ motivation in learning, revealing that groups with less number of students brought them more possibilities to approve the subjects”.

2.4 Variables

1. Independent variable: Professors apply special classroom management strategies in overcrowded and non-overcrowded classrooms for keeping students’ motivation in learning
2. Dependent variable: groups with less number of students bring them more possibilities to approve the subjects

Independent variable: “Professors apply special classroom management strategies in overcrowded and non-overcrowded classrooms for keeping students’ motivation in learning.

INDEPENDENT VARIABLE	DEFINITION	DIMENSION	INDICATORS	INSTRUMENTS
Classrooms management strategies applied by the professor	the variety of strategies (activities and procedures, techniques and resources) that professors use to keep students organized, orderly, focused, attentive and academically productive during the class.	Warm up	<ul style="list-style-type: none"> a) The professor makes a summary according to the previous topic study in class b) The professor writes the topic and the agenda on the board c) The professor implements an activity to make the students to get involved. 	<ul style="list-style-type: none"> 1. Class observation guide 2. Interview to the professor
		Development	<ul style="list-style-type: none"> 1. Professor implements different language teaching strategies to develop the topic 2. The professor implements teaching activities (mindmapping, repetition, role play among others) to develop the topic 3. The professor organizes an appropriate way to work which involves all the students, in order to promote the learning process and students’ participation 4. The professor uses didactical resources such as games (cards, puzzles, balls, copies); audiovisual tools (videos, movies, songs, platforms educational web sites, CD players) to encourage students in their learning process. 5. The professor applies different strategies to promote work by groups, in pairs or individual. 6. The professor gives the student’s time to practice and develop the oral skills, which help to promote the interaction among them. 	<ul style="list-style-type: none"> 2. Class observation guide 3. Interview to the professor
		Wrap up	<ul style="list-style-type: none"> 1. The teacher implements an activity to make all the students participate to wrap up the class 2. The teacher assigns homework 	<ul style="list-style-type: none"> 1. Class observation guide 2. Interview to the professor

Dependent variable: groups with less number of students bring them more possibilities to approve the subjects”.

DEPENDENT VARIABLE	DEFINITION	DIMENSION	INDICATORS	INSTRUMENT
Percentage of students who fail the subject	Number of students who obtained a final grade equal or higher than 6.0.	Percentage of students who obtain a passing grade	Student gets grades equal or higher than six points zero	- Questionnaire addressed to the professor
		Percentage of students who obtain a failing grade	Student gets the grades below six points zero	

Retrieved and adapted from: Harmer, J. (2001). The Practice of English Language Teaching (3 ed.). England: Longman

III. METHODOLOGICAL DESIGN

a. Type and class of research

i. Research approach

A mixed method (qualitative/ quantitative) was used to classify this issue as it is people-centered. This method was the main tool of inquiry and provide deep understanding of the factors affecting teaching-learning process in overcrowded classrooms and non-overcrowded classrooms.

Quantitative data includes close-ended information such as that found to measure attitudes (e.g., rating scales), behaviors (e.g., observation checklists), and performance instruments. The analysis of this type of data consists of statistically analyzing scores collected on instruments (e.g., questionnaires) or checklists to answer research questions or to test hypotheses.

Qualitative data consists of open-ended information that the researcher usually gathers through interviews, focus groups and observations. The analysis of the qualitative data (words, text or behaviors) typically follows the path of aggregating it into categories of information and presenting the diversity of ideas gathered during data collection.

In this type of research, a questionnaire was submitted to students, an interview was addressed to professors, and a class observation guide was used to observe the classes of the two subjects.

ii. **Type of study**

The study was based on the problem of the research topic: **“The teaching-learning process in overcrowded and non-overcrowded classrooms during semester I-2018 of the Intensive Basic English I and Intensive French I from the Bachelor of Arts in Modern Languages with Specialization in French and English of the Foreign Language Department of the School of Science and Humanities of the University of El Salvador.”** Which consisted of a descriptive research since this type of research describes and compare what exists and may help to uncover new facts and meaning.

The purpose of this descriptive method was to: observe, describe, and document aspects of the situation as it naturally occurred, this involved the data collection that provided the description of individuals, groups and also situation and at the same time discover links and associations between variables without manipulate anything in this study related with students from the Intensive Basic English I and Intensive French I courses, and professors in charge of those groups, with this research was obtained data using the descriptive methods such as: questionnaires, interviews and observation class guides.

b. Research design

This study was non-experimental, because the researchers were not allowed to control, manipulate or modify the variables; they were only allowed to observe the classes (Intensive Basic English I and Intensive French I courses) directly without intervening in the process to obtain data.

c. Study population

The general population was 822 registered students from the Bachelor of Arts in Modern Languages with emphasis in French and English.

Table N° 1. Statistics by gender of registered students in the Bachelor of Arts in Modern Languages with emphasis in French and English, during Semester-I 2018.

Code	Career – Semester I-2018	New Intake Students		Registered		Total		Total per Semester
		F	M	F	M	F	M	
L10412	Bachelor of Arts in Modern Languages with emphasis in French and English	40	22	463	297	503	319	822

Source: Academic Administration of the School of Sciences and Humanities (2018). Table N°1, Statistics of registered students in the major Retrieved from <http://www.academica.humanidades.ues.edu.sv/sites/www.academica.humanidades.ues.edu.sv/files/E-INS%20POR%20ASIGNA%20I-2018%20%2803042018%29.pdf>

The study population was the registered students from the 7 groups of the Basic Intensive English I and the 6 groups of Intensive French I of the semester I-2018, in which overcrowded classrooms can be more noticeable and centering the focus of this study in the professor's management' strategies for those classrooms.

Table N° 2. Statistics of registered students in the Basic Intensive English I groups and the Intensive French I groups of semester I-2018.

Intensive Basic English I		Intensive French I	
Group	Number of Students	Group	Number of students
08	15	01	44
09	28	02	46
10	41	03	53
11	36	04	37
12	32	05	29
13	32	06	36
14	32		
Total of students			461

Source: Head of the Foreign Language Department (2018). Table N° Statistics Registered students, Retrieved from <http://www.academica.humanidades.ues.edu.sv/sites/www.academica.humanidades.ues.edu.sv/files/E-INS%20POR%20ASIGNA%20I-2018%20%2803042018%29.pdf>

d. Sample

Sampling process:

The sample was formed by three units of class analysis, which are groups, students and professors.

Groups: the first selection criteria was four basic groups, Intensive Basic English I and Intensive French I. The second criteria was to select the groups of students the non-probabilistic method by convenience, where the criteria of selection was overcrowded classrooms (equal or more than 26 students) and non-overcrowded classrooms (equal or fewer than 25 students) from the first year of the Bachelor of Arts in Modern Language with emphasis in French and English.

Table N°3. Registered students in the Intensive Basic English I groups and the Intensive French I groups, semester I-2018.

Intensive Basic English I		Intensive French I	
Group	Number of Students	Group	Number of students
08	15	01	44
10	41	05	29
Total of students		129	

Source: Head of the Foreign Language Department (2018). Table N° Statistics Registered students, Retrieved from <http://www.academica.humanidades.ues.edu.sv/sites/www.academica.humanidades.ues.edu.sv/files/E-INS%20POR%20ASIGNA%20I-2018%20%2803042018%29.pdf>

Professors: in charge of the groups selected were interviewed.

Students: a census was carried out with 93 students from the sample.

e. **Sampling techniques (probabilistic and non-probabilistic)**

Non-probabilistic Sampling was used in order to help the researchers to select units that fits with the research strategy. In this case, were selected those groups that exhibit the issue interested in finding: overcrowded and non-overcrowded courses from basic English Intensive I and Intensive French I.

Since **such non-probabilistic sampling methods** are based on human choice rather than random selection, statistical theory cannot explain how they might behave. According to this type of sampling the research team implemented the following types of sampling:

Convenience sampling which can be used in exploratory research due to the researchers' interest in getting an inexpensive approximation of the truth. As the name implies, the sample was selected because they were convenient, which matched perfectly with this research.

At the same time the **Judgment sampling** was taken into consideration where the researchers selected the sample based on judgment, for this research was necessary to choose specific groups following the category overcrowded and non-overcrowded. When using this method, the researcher must be confident that the chosen sample is truly representative of the entire population.

This sampling methodology followed the next criteria to choose the sampling for this study:

- Inclusion criteria
 - Groups of the subjects Basic Intensive English I and Intensive French I having between 25 and 30 students or more.
 - All the students enrolled in the groups of the subjects Basic Intensive English I and Intensive French I, which have been chosen before including overcrowded and non-overcrowded.
 - The professors in charge of the groups mentioned before.

- Exclusion criteria
- Groups of the subjects Basic Intensive English I and Intensive French I having a number of students less than 25.

f. Techniques and research instruments to analyze data

To accomplish this goal, it was decided to use an interview which was done to the professors, an observation guide to collect evidence through the direct observation of the classes, and also a questionnaire was addressed to the students. These three instruments were aimed to collect evidence from three perspectives: professors' perspectives, students' perspectives and researchers' perspectives, so the validity of the research was higher when getting the results.

3.6.1 Data Collection

Instruments to collect the information.

In the research the following instruments were administered:

- A questionnaire for students
- A structured interview addressed to professors
- A structured class observation guide

The questionnaire had as general theme Overcrowded and Non-Overcrowded Classrooms, where the students read a statement and chose from the different options: Strongly agree, Agree, Disagree and Strongly disagree. At the same time, it was planned to be objective, and the confidentiality and anonymity were assured.

Structured interview had as a main purpose to collect evidence as objective as possible regarding the classrooms management challenges in overcrowded and in non-overcrowded classrooms.

The instrument contained questions about professors' experiences in overcrowded and non-overcrowded classrooms. The questions were opened and closed in order to get all the information required by the research.

Structured observation guide was used to collect data through the observation of different classes, by attending to them and observing directly the different strategies used or did not use in these classes. All the information got was specified in detail to assure the validity and reliability of the instrument.

3.6.2 The procedure to collect the data:

The first step to collect the information was to make a documental research about the topic, then administering a questionnaire to the students of the semester one 2018 of the Bachelor of Arts in Modern Languages. Next step was to interview the professors who were in charge of Overcrowded and Non-Overcrowded Classrooms, that were contacted and asked to fill out the instruments and finally was the structured observation class guide by which the research team observed different classrooms including overcrowded and also classrooms with fewer students to verify, contrast or compare the management of professors in the classes. At the end the data obtained was analyzed.

IV. DATA PRESENTATION AND ANALYSIS

4.1 Instrument 1: observation class guide presentation and analysis

Observation class guide Analysis' from the point of view of researchers

The next chart showed the results gotten from the observation, where there were represented each class with a number of group going from 1 to 4, and each class was taken as one element, which means that every class had been observed eight times doing a total of 32 classes observed.

SCALE: No opportunity to observe (1) – Never (2) some of the time (3) – most of the time (4) – all of the time (5)

N°	ITEM	Results obtained through the classes' observation				
		1	2	3	4	5
	CATEGORY	PROFESSORS' CLASSES PERFORMANCE				
1	The professor monitors students while they're working. Group # 1 Group # 2 Group # 3 Group # 4	3		1 2	1	7 8 3 6
2	The professor promotes self-discipline. Group # 1 Group # 2 Group # 3 Group # 4		1 2	1	1 5	6 7 3 6
3	The professor's voice projection is appropriate. Group # 1 Group # 2 Group # 3 Group # 4				1 4 1	7 8 4 7
4	The professor makes use of gestures when speaking. Group # 1 Group # 2 Group # 3 Group # 4	1 2 3		1 1 2	4 4 1 1	2 4 1 1
5	The professor promotes pair and group work. Group # 1 Group # 2 Group # 3 Group # 4	3		3	1 1	7 8 1 7
6	The professor manages time according to each activity. Group # 1 Group # 2 Group # 3	2	1	1	4	8 8

	Group # 4				5	3
7	The professor uses an effective classroom seating arrangement. Group # 1 Group # 2 Group # 3 Group # 4	1 4 4 6			6 1 2	1 3 2 2
8	The professor applies activities according to different learning styles and students' abilities. Group # 1 Group # 2 Group # 3 Group # 4	4		2 2 1	2 3	6 6 4
INTERACTION PROFESSOR-STUDENTS						
9	The professor applies different strategies to promote active participation in class. Group # 1 Group # 2 Group # 3 Group # 4	1		1 3 1	1 1 3	6 7 3
10	The professor calls each student by their names. Group # 1 Group # 2 Group # 3 Group # 4	1		4 2 1	1 1 2	7 8 5
11	The professor implements activities to get all students involved. Group # 1 Group # 2 Group # 3 Group # 4	2		2 1 2	1 2	7 8 1 6
12	The professor promotes equal opportunities to participate. Group # 1 Group # 2 Group # 3 Group # 4	2		1 2 1	2 1	7 8 2 6
13	The professor develops empathy in the classroom. Group # 1 Group # 2 Group # 3 Group # 4			1 1 1	3	7 8 4 7
PROFESSORS' CLASSROOM MANEGEMENT STRATEGIES						
14	The professor plans and prepares each class. Group # 1 Group # 2 Group # 3 Group # 4	1 6 3		2 1		7 8 4

15	The professor uses extra materials and resources. Group # 1 Group # 2 Group # 3 Group # 4	5 2	1 2	1 2	4 1	2 8 6
16	The professor focuses on student attention. Group # 1 Group # 2 Group # 3 Group # 4		1 1	1 3 1	3 1	7 8 1 6
17	The professor explains the objective and the agenda for each class. Group # 1 Group # 2 Group # 3 Group # 4	2 8 8	1 1	1 1	4 4	8
18	The professor provides feedback after each activity when necessary. Group # 1 Group # 2 Group # 3 Group # 4	2 2		1 4 5	1 4 1 1	7 3 1
19	The professor demonstrates enthusiasm, involvement and interest in lesson presentation. Group # 1 Group # 2 Group # 3 Group # 4		1 3 2		1 2 4	7 7 8 2
20	The professor gives clear and concise instructions. Group # 1 Group # 2 Group # 3 Group # 4				5 1	8 8 3 7
21	The professor speaks with respect and uses appropriate language. Group # 1 Group # 2 Group # 3 Group # 4					8 8 8 8
22	The professor demonstrates strong content knowledge. Group # 1 Group # 2 Group # 3 Group # 4			1 1	1 1	8 8 7 6
PROFESSOR BEHAVIORS						
23	Frequent Responses: Requests frequent responses from students, allowing rehearsal of content and checking for understanding. Group # 1 Group # 2 Group # 3 Group # 4		2 2	2 2	1 1	8 8 3 7

24	Limited Use of Volunteers: Avoids asking students to volunteer to answer questions. Group # 1 Group # 2 Group # 3 Group # 4	8 4 3 3							
25	Inclusive Participation: Uses practices that involve all students in responding, encouraging all students to formulate answers and to participate. Group # 1 Group # 2 Group # 3 Group # 4								
26	Equity of Individual Turns: Calls on a variety of students using a preplanned system to randomize students who are called on to ensure equity. Group # 1 Group # 2 Group # 3 Group # 4								
27	Lesson Adjustment: Adjusts the lesson based on student's amount. Group # 1 Group # 2 Group # 3 Group # 4								
28	Positive Learning Environment: Promotes a positive learning environment, connecting with the learners and promoting student success. Utilizes positive procedures to encourage appropriate behavior. Group # 1 Group # 2 Group # 3 Group # 4								
STUDENTS' MOTIVATION									
29	Students write notes down. Group # 1 Group # 2 Group # 3 Group # 4								
30	Students ask questions. Group # 1 Group # 2 Group # 3 Group # 4								
31	Students practice their skills in and out the class. Group # 1 Group # 2 Group # 3 Group # 4								

32	Students pay attention in class. Group # 1 Group # 2 Group # 3 Group # 4	1		1 2	5 4 1	7 3 1 7
33	Students in the classroom are eager and enthusiastic about learning. Group # 1 Group # 2 Group # 3 Group # 4		3	1 3 1	3 5 2 3	5 2 4
34	Students attend to class. Group # 1 Group # 2 Group # 3 Group # 4		1	1 1	4 8 3 4	5 4 5
35	Frequent Responses: Respond when asked to give verbal, written, or action responses. Group # 1 Group # 2 Group # 3 Group # 4		1		1 2 2 4 2	7 6 6 3 6
36	Cooperative Responses: Work productively with partners or team members (completing tasks, listening to partners, staying on-task). Group # 1 Group # 2 Group # 3 Group # 4		1	1 4 1	1 2 2	6 6 1 7
37	On-task Behavior: Exhibit on-task behavior, following the professor's directives and completing requested tasks. Group # 1 Group # 2 Group # 3 Group # 4		1	1	2 4 3	8 6 5 5

CLASSROOM CONTEXT

	Classroom resources.	Sparsely resourced	Equipped rich in resources
	Group # 1	5	3
	Group # 2	4	4
	Group # 3	3	5
	Group # 4	7	1
	Classroom space.	Crowded	Adequate space
	Group # 1	8	
	Group # 2	7	1
	Group # 3	2	6
	Group # 4	1	7

Room arrangement.		Inhibited interaction among students			Facilitated interaction among students		
Group # 1		1			7		
Group # 2		4			4		
Group # 3		4			4		
Group # 4					8		
Major way(s) in which students' activities were structured.		As a whole group	As small groups	As pairs	As individuals		
Group # 1		2	2	2	2		
Group # 2		2	3	2	1		
Group # 3		1	7				
Group # 4		2	2	2	2		
Seating arrangement		Row	Herringbone	U-shaped	Tables	Pods	Run way
Group # 1				1	6	1	
Group # 2				4	4		
Group # 3				7	1		
Group # 4				4	4		

4.1.2 Class Observation Guide analysis

With the administration of this instrument it was planned to gather information from the researchers' point of view, which also was planned to be as objective as possible, this instrument was fulfilled through the direct observation of the classes, and by taking permission from professors.

The main purpose of this instrument was to get empirical knowledge by sharing time with the people involved in this research, without having other role than just observing the process.

In order to analyze data, the researchers decided to separate the information gotten in Overcrowded and Non-Overcrowded classrooms, although it is important to make clear that according to the researchers' definition of this types of classrooms were three Overcrowded Classrooms and only one Non- Overcrowded due to the high number of students (44, 41, 31 and 12 students) enrolled in every group.

The Class Observation Guide was divided into seven different categories, with the purpose of making the analysis more organized, so the researchers followed the same organization. It is important to have in mind that every professor had a different way to give

their class, so it is difficult can compare the different teaching styles, nevertheless the researchers focused on some specific aspects that were evident in every classroom.

Then they started analyzing the first category **Professor's Classes Performance** were the next results were gotten; when having a lot of students it was difficult to be focused in a particular student, but in two Overcrowded Classrooms the professors did their best to monitor every single student, a similar situation occurred in the Non-Overcrowded Classroom due to the little amount of students, where the professor could easily monitored them; sadly this fact was different for the other Overcrowded Classroom because the professor monitored the student only some of the times.

The second aspect observed was how professors promoted discipline in those classrooms, and the result was satisfactory, because the professors had always the control to direct the students in all the groups observed.

Then researchers studied the professors' voice projection, where in three groups including the Non-Overcrowded Classroom was appropriated to help the students to listen wherever they seat, while in the remaining group was properly distributed only some of the times. It can be included in this category the use of gestures by professors that were implemented all the times only in two groups, and in the other two groups including the Non-Overcrowded they were never present.

Another important aspect studied was the promotion of pair, and work group, for this aspect was observed that in three groups including the Non-Overcrowded Classroom the professors boosted all the times this type of work, whereas for the other group it was observed only some of the times, the researchers arrived to the point that even thought it was difficult to organize the students the professors always were looking for different ways to make them work, including the seating arrangement that due to the high number of students, was always the same.

To end with this category, it was observed that for three groups including the Non-Overcrowded Classroom, the professors managed their time according to the activities they were implementing, while for the other group this was observed only some of the times. Also, it was observed how in those three groups professors always implemented different strategies

according to the different learning styles, as a result all students could understand, on the contrary in the remaining group the professor only used different strategies some of the times.

The second category was **Interaction Professor-Students**; where the researchers observed aspects such as the implementation of different strategies to promote active participation, call students by their name, the use of different activities to get all students involved and the equal number of opportunities to participate, all this was carried out all the times, whereas the remaining group which was always the same these strategies were observed only some of the times or never, although it was observed that most of the times professors developed empathy in all the groups.

The third category was **Professors' Classroom Management Strategies**, where the first aspect observed was the professors' pacification and preparation of classes the results obtained were in two groups the professors all the times did it, for the Non-Overcrowded Classroom was the half or sometimes prepared and the other half not, and for the last group the professor seemed to be unprepared for the classes.

Then the researchers observed other strategies like the use of extra material and resources, the importance that professors gave to students' attention and the feedback provided to students after each activity, for all these three groups including the Non-Overcrowded worked equally. This means that all the time the professors implemented them, but for the last group was different because the professor implemented these strategies only on certain times.

Regarding the explanation of the agenda and objectives of the class it was observed that only one professor explained them all the time, the second professor did it sometimes, and in the other two groups including the Non-Overcrowded there was not any opportunity to observe.

Other important aspects observed were the professors' enthusiasm and interest in lesson presentation, and the clear and concise instructions, where the professors of two groups all the time implemented them, but the other two groups including the non-overcrowded classroom did it only some of the times.

And the last two aspects were professor spoke with respect and used appropriate language, and demonstrated strong content knowledge. For these two aspects it was observed that all the professors carried them out.

The fourth category was **Professors work in class** where was studied another important aspects such as the frequency in which professors requested responses from students to check their understanding, the inclusive participation, or in other words the practices implemented to involved all the students in responding, environment to connect with learners, and promoting their success, these aspects were carried out all the times in three groups including the Non-Overcrowded Classroom, while for the other group these happened only sometimes.

The following aspect was the lesson adjustment based on the students amount, where two professors did it all the time, the professor in the Non-Overcrowded Classroom did it most of the time and in the last group such adjustment never was observed.

To finish this category is important to mention that in all the groups the professors never avoid asking students to volunteer in answering questions.

The fifth category was **Students' Motivation**, which included aspects closely related to students such as writing down notes, paying attention in class, being eager and enthusiastic about learning, attend to class, answer when asked to give verbal, written or action responses, also their on-task behavior by following professors' directions and completing requested tasks, which all of them were positive, because for all the groups the students carried them out either all or most of the times.

Another important aspect taken into account was the practice of the skills in the class and the cooperative responses from the students, that means their productivity while working with partners or team members. It is necessary to make clear that the researchers only could observe these aspects in class, the results were in three groups appropriate work most of the time, but for the other group these were observed only sometimes.

To finish this category, it was observed that for two groups students asked questions only some of the time, whereas the other two groups this was less frequent, because they did it only sometimes.

The sixth category was **Classroom Context**, the researchers studied different aspects related to the physical context. The first one was classroom resources where for two groups one Overcrowded and one Non-Overcrowded Classroom were sparsely resourced, while the other two groups were half the time in well-equipped classroom, and the other half in other spaces.

Talking about the classroom space, in two groups the space was limited, due to the over crowdedness, although it was interesting to observed that one Overcrowded Classroom and for the Non-Overcrowded Classroom had adequate space.

Regarding room arrangement, it is important to observe also if it inhibits or facilitates interaction among students, as a result it was discovered that for one Overcrowded, and for the Non-Overcrowded Classroom the interaction was always appropriate, this fact was different in the other two groups, because the arrangement helped only half of the time, but not the other half.

The last aspect was the ways in which students' activities were structured, the data obtained showed that for three groups including the Non-Overcrowded Classroom they were working equally. That means they worked as a whole group, as small groups, as pairs and as individuals the same number of times, while in the other group the students always worked in smalls groups.

To finish this instrument, the researchers observed the seating arrangement of students, for this category the researchers found that the group one was always seated in tables, the group two and four (the Non-Overcrowded) were seated the half of the times in U-shaped and the other half in Tables, and the third group was seated always in U-shaped, certainly this was caused by the limited space they have to organize the groups in a different way.

4.2 Instrument 2: questionnaire addressed to the students' presentation and analysis

Questionnaire Analysis' from the point of view of the students.

This section presents the results obtained from the questionnaire addressed to the students of the Intensive Basic English I (groups: 08, 10) and Intensive French I (groups: 01,05) during the period of June to July 2018, which consisted in a set of twenty-six items, with the purpose of gathering the needed information from respondents related to the teaching-learning process in overcrowded and non-overcrowded classroom, where the researchers could see the different opinions of each students.

The statistical system PSPP was used to conduct the analysis, and to get more validity, where was registered all the data obtained from the ninety-six students, separating the overcrowded (considering as overcrowded three groups: 08, 01, 05) from the non-overcrowded groups (group: 10), and also the twenty-six variables needed to generate the analysis and results of this information. The database obtained generated a set of frequencies tables and graphic bars.

the questionnaire consisted on a series of statements where the researchers could collect information from the point of view of the students related to the students' performance in class, the professors' performance, the students' motivation, the interaction among professor-students and the classroom environment, where those classes were developed. The previous process led to the following analysis:

Item #3: The professor forms groups according to the activity we are doing

we form groups according to the activity

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
disagree	2	7	8.14	8.14	8.14
agree	3	29	33.72	33.72	41.86
strongly agree	4	50	58.14	58.14	100.00
<i>Total</i>		86	100.0	100.0	

we form groups according to the activity

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
agree	3	3	30.00	30.00	30.00
strongly agree	4	7	70.00	70.00	100.00
<i>Total</i>		10	100.0	100.0	

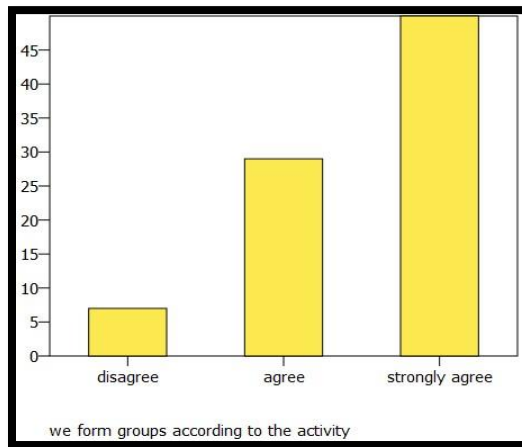


Figure 1 Overcrowded Classroom

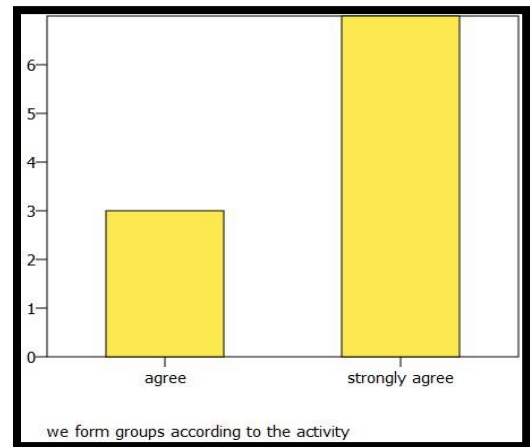


Figure 2 Non-Overcrowded

The students both from overcrowded and non-overcrowded classroom agreed with professor's performance, since they observed that their professors grouping students in different forms according to the activity that was being carried out, as one of the strategies implemented to make students interact among them, with the purpose of developing a stronger communication skill and collaborative effort, allowing students to delegate roles and responsibilities and share diverse perspectives.

Item #4: The professor arranges in different combinations and forms our desks to work

the professor always organizes the desk

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	4	4.65	4.65	4.65
disagree	2	20	23.26	23.26	27.91
agree	3	32	37.21	37.21	65.12
strongly agree	4	30	34.88	34.88	100.00
Total		86	100.0	100.0	

the professor always organizes desk

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
agree	3	4	40.00	40.00	40.00
strongly agree	4	6	60.00	60.00	100.00
Total		10	100.0	100.0	

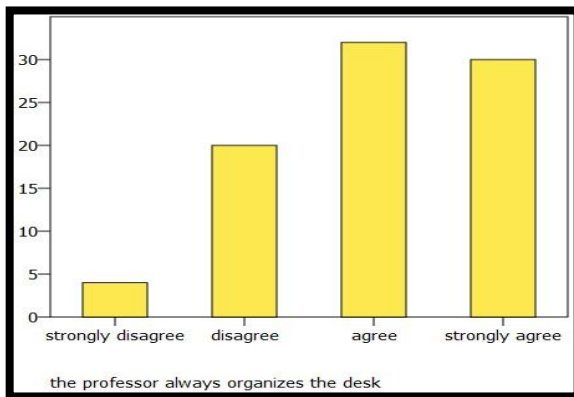


Figure 3 Overcrowded Classroom

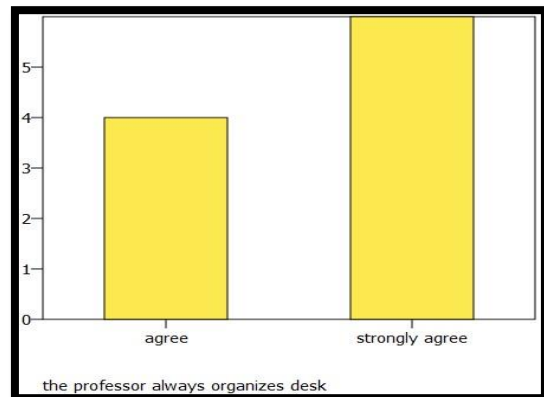


Figure 4 Non-Overcrowded Classroom

According to the students results in overcrowded classrooms most of them agreed that professors implement different seating arrangements, but twenty-four from ninety-five students have a different opinion about the seating arrangement strategies that professors implemented being in disagreement about this item. On the other hand, the non-overcrowded classroom represents a total agreement, since students could observe during the course one or more different ways that their desk were arranged.

This students' perspective showed that even in overcrowded and non-overcrowded classroom professors implement seating arrangement by putting into practice a strategy that helped students to learn, and at the same time made them belong to a classroom community.

Item #5: The professor makes use of different activities that stimulates our learning

the professor makes different activities

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	4	4.65	4.65	4.65
disagree	2	7	8.14	8.14	12.79
agree	3	22	25.58	25.58	38.37
strongly agree	4	53	61.63	61.63	100.00
<i>Total</i>		86	100.0	100.0	

the professor makes differents activities

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
disagree	2	1	10.00	10.00	10.00
agree	3	3	30.00	30.00	40.00
strongly agree	4	6	60.00	60.00	100.00
<i>Total</i>		10	100.0	100.0	

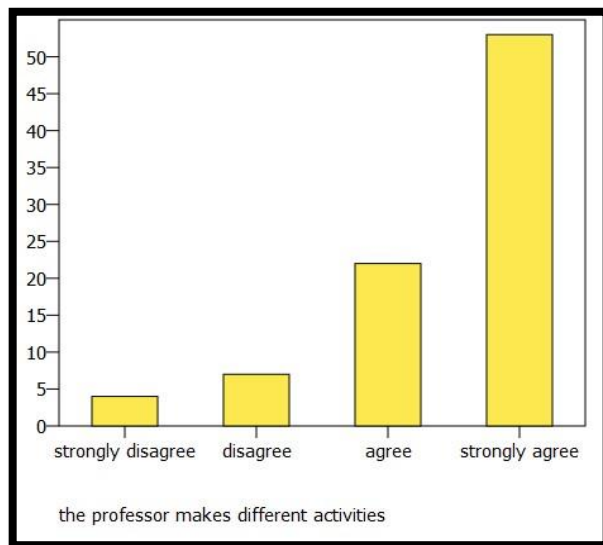


Figure 5 overcrowded Classroom

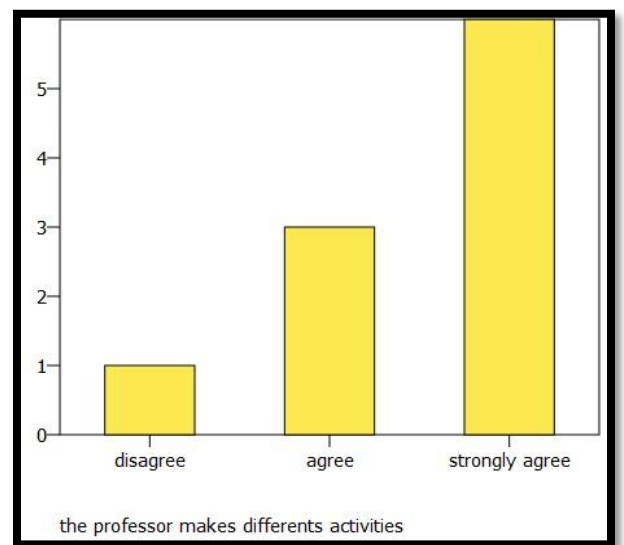


Figure 3 Non-overcrowded Classroom

As stated in the graphics bars and in the results tables, most of the students in both overcrowded and non-overcrowded classrooms agreed that the professor implemented different kind of activities to enforce the teaching-learning process during the course. Also, it was perceived in the same result that a minority of students in both overcrowded and non-overcrowded classrooms disagreed according to their point of view, that the professor did not implement any kind of activity during the course.

In general, it was observed that most of the professors in those groups carried out some good engagements activities that allowed students to plug into the study learning lesson, and helped them to acquire and practice the language by stimulating their mind and making students better thinkers and more competent.

Item #6: The professor makes use of extra material like copies, audiovisual tools (videos, movies, songs, platforms, educational web sites, CD players)

the professor uses extra materia					
Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	2	2.33	2.33	2.33
disagree	2	3	3.49	3.49	5.81
agree	3	17	19.77	19.77	25.58
strongly agree	4	64	74.42	74.42	100.00
<i>Total</i>		86	100.0	100.0	

the professor uses extra material					
Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
agree	3	2	20.00	20.00	20.00
strongly agree	4	8	80.00	80.00	100.00
<i>Total</i>		10	100.0	100.0	

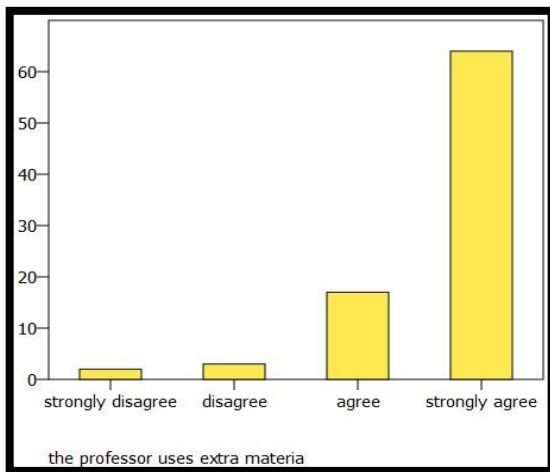


Figure 7 Overcrowded Classroom

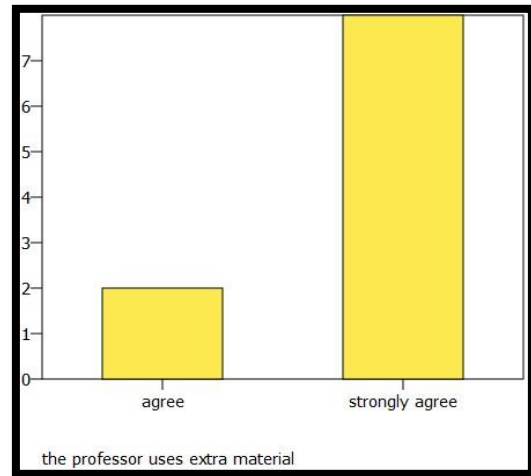


Figure 8 Non-Overcrowded Classroom

The results obtained in the overcrowded classroom graphic showed that most of the students agreed about the statement number six, which stated that professor makes use of extra material like: visual, listening and printed material as a way to help students with the learning process. Only 3.49% of students disagreed, and the 2.33% were strongly in disagreement, this demonstrated, according to the point of view of students, that professor implemented a diversity of material in overcrowded classroom to reinforce the learning process.

As exposed by the non-overcrowded graphic result 100% of the students agreed, and strongly agreed that the educator utilized different tools, with the only purpose of giving them authentic material to boost their confidence and experience, with relevant and interesting information that became applicable and practical to spark their interest.

Item #9: The professor never gives students feedback at the end of the class by solving doubts and questions they have

the professor never does feedback at the end of the class

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	39	45.35	45.35	45.35
disagree	2	30	34.88	34.88	80.23
agree	3	6	6.98	6.98	87.21
strongly agree	4	11	12.79	12.79	100.00
<i>Total</i>		86	100.0	100.0	

the professor never does feedback at the end of the class

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	3	30.00	30.00	30.00
disagree	2	2	20.00	20.00	50.00
agree	3	3	30.00	30.00	80.00
strongly agree	4	2	20.00	20.00	100.00
<i>Total</i>		10	100.0	100.0	

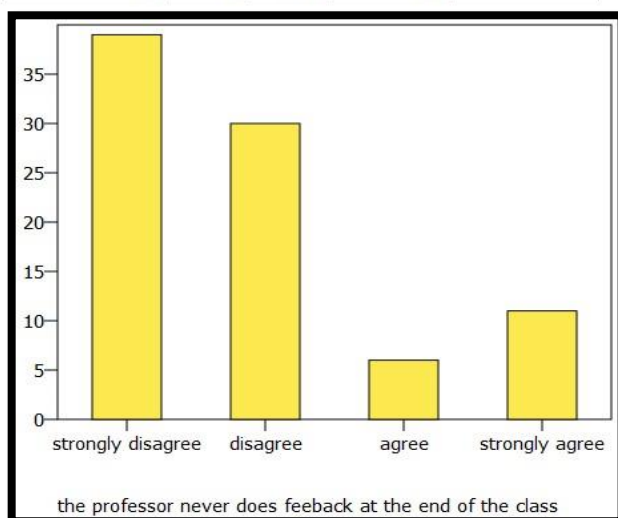


Figure 9 Overcrowded Classroom

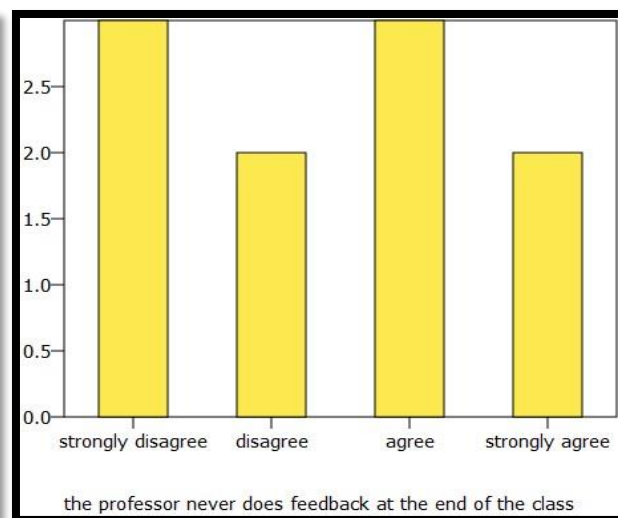


Figure 10 Non-Overcrowded Classroom

The result obtained from the first graphic (overcrowded classroom) revealed that most of the students disagreed and strongly disagreed about the statement that stated that professors never give students feedback at the end of the class. A small percentages 6.98% agreed and 12.79% strongly agreed with this statement. The incidence was totally different with the result provided from non-overcrowded classroom graphics that revealed 50% of students disagreed, and strongly disagreed with the statement, and the other 50% agree and strongly agree with the same statement.

According to the students' opinions from overcrowded classroom professor provided them with feedback at the end of the class, helping them to understand the subject being studied, and giving them clear guidance on how to improve their learning. In a different point of view students from non-overcrowded classroom tended to differ fifty-fifty with the previous statement, since the half of them stated that the professor did not implement any kind of feedback at the end of the class, which means that the educator was not using at all the strategy that demands his or her awareness, control and monitoring.

Item #12: I study and review my notes after classes

I study and review my notes					
Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	1	1.16	1.16	1.16
disagree	2	12	13.95	13.95	15.12
agree	3	45	52.33	52.33	67.44
strongly agree	4	28	32.56	32.56	100.00
<i>Total</i>		86	100.0	100.0	

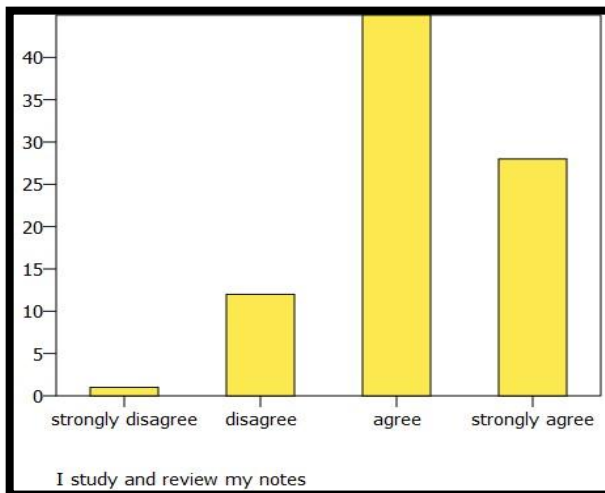


Figure 11 Overcrowded Classroom

I study and review my notes					
Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
disagree	2	1	10.00	10.00	10.00
agree	3	8	80.00	80.00	90.00
strongly agree	4	1	10.00	10.00	100.00
<i>Total</i>		10	100.0	100.0	

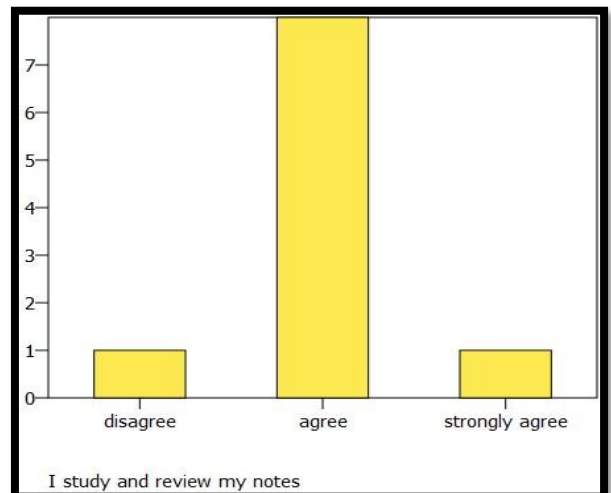


Figure 12 Non-Overcrowded Classroom

This statement looked for students' perception, and self-evaluation related to their motivation. According to figure 11 students from overcrowded classrooms coincided about they own performance, and determination out of the class, since 52.33% agreed, and 32.56 strongly agreed about putting into practice what they saw in class. Only 15.11% were in disagreement. The same perspective was stated in non-overcrowded classroom, where most of the student agreed that they worked, and practiced out of the class.

Most of the students both from overcrowded and non-overcrowded classrooms stated that they were truly motivated, and engaged to study on their own what they had seen in class. At the same time students practiced their skill with their classmates, and made use of different tools like books, the internet, audios, and tasks in order to continue improving their languages skills.

Item #13: I do not participate in class

I do not participate in class

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	34	39.53	39.53	39.53
disagree	2	23	26.74	26.74	66.28
agree	3	23	26.74	26.74	93.02
strongly agree	4	6	6.98	6.98	100.00
<i>Total</i>		86	100.0	100.0	

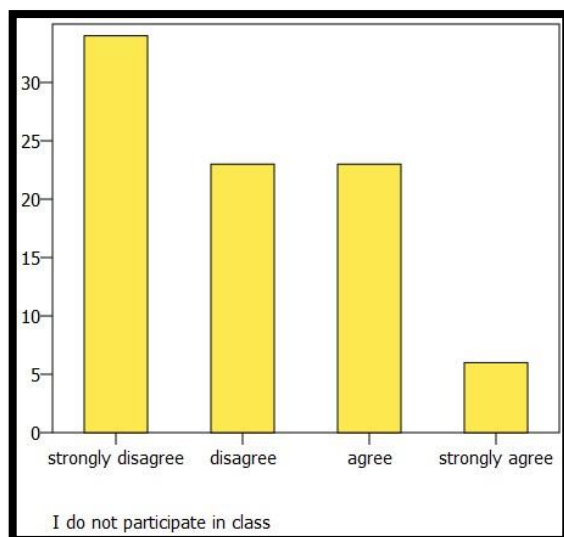


Figure 13 Overcrowded Classroom

I do not participate in class

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	6	60.00	60.00	60.00
agree	3	2	20.00	20.00	80.00
strongly agree	4	2	20.00	20.00	100.00
<i>Total</i>		10	100.0	100.0	

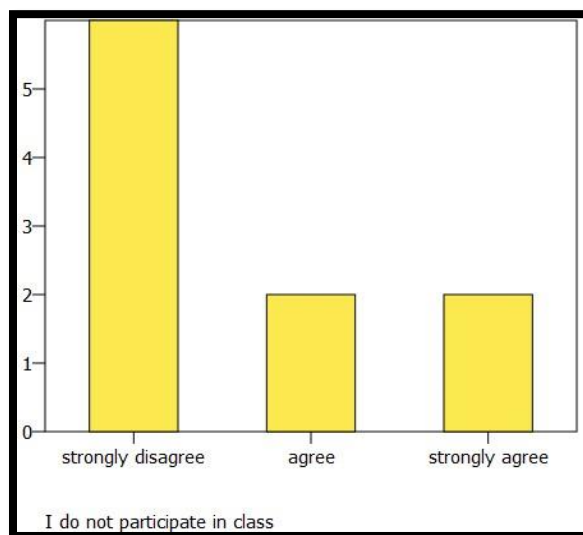


Figure 14 Non-Overcrowded Classroom

The provided information from the figure thirteen (overcrowded classroom) indicated that 39.53% and 26.74% of students from overcrowded classroom strongly disagreed, about the previous statement, which exposed that students did not participate in class. Also, 26.74% and 6.78% agreed and strongly agreed according to the same statement. From the other side in the figure fourteen (non-overcrowded classroom) the 60% demonstrated to be in disagreement in contrast with the 40% that expressed to be in agreement.

The result showed that most of the students even in overcrowded, and non-overcrowded classroom participated in class, when students spoke up in class, they learned to express their ideas in a way that others can understand, and at the same time students developed their listening skills, and made them more confident at the moment of expressing their ideas.

Item #15: I do not attempt to practice my English/French in and out of the class

I do not practice English/ French in class					
Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	40	46.51	46.51	46.51
disagree	2	29	33.72	33.72	80.23
agree	3	11	12.79	12.79	93.02
strongly agree	4	6	6.98	6.98	100.00
<i>Total</i>		86	100.0	100.0	

I do not practice English/French in class						
Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado	
strongly disagree	1	4	40.00	40.00	40.00	40.00
disagree	2	1	10.00	10.00	50.00	50.00
agree	3	4	40.00	40.00	90.00	90.00
strongly agree	4	1	10.00	10.00	100.00	100.00
<i>Total</i>		10	100.0	100.0		

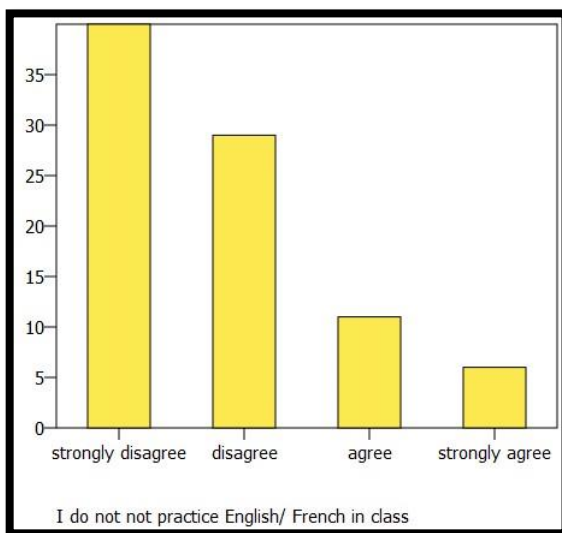


Figure 15 Overcrowded Classroom

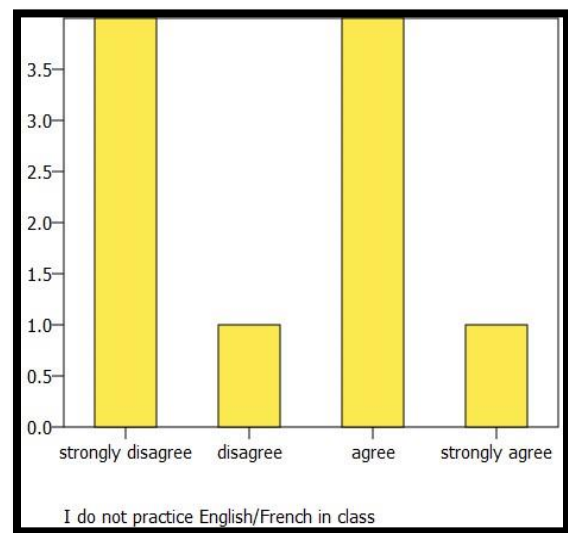


Figure 16 Non-Overcrowded Classroom

The data provided by the table, and graphic bar in figure fifteen: overcrowded classroom showed that the majority of students strongly disagreed about the item which stated that freshmen do not attempt to practice English/ French in and out of the class, in contrast with 12.79% of students that were in agreement, and 6.98% that were strongly in agreement. On the contrary in the non-overcrowded table, and graphic bars revealed that 40% of students were in strongly disagreement, other 40% were in agreement, only a 10% disagreed, and the other 10% strongly agreed.

The provided data evident that in overcrowded classrooms most of the students practiced their speaking skill in and out of the class as a way to improve their speaking abilities, expressing and feeling in a spoken language one's thought effectively. Regarding to the provided information from non-overcrowded classroom revealed that the half of the students did not practice English in and out of the class, and demonstrated that even if they were less students in classroom they did not tend to participate in class.

Item #17: I am not excited and enthusiastic to learn in class

I am not motivated to learn

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	59	68.60	68.60	68.60
disagree	2	15	17.44	17.44	86.05
agree	3	3	3.49	3.49	89.53
strongly agree	4	9	10.47	10.47	100.00
Total		86	100.0	100.0	

I am not motivated to learn

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	5	50.00	50.00	50.00
agree	3	3	30.00	30.00	80.00
strongly agree	4	2	20.00	20.00	100.00
Total		10	100.0	100.0	

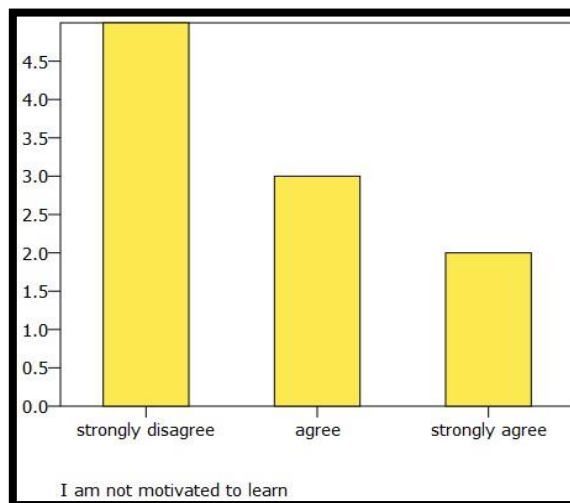
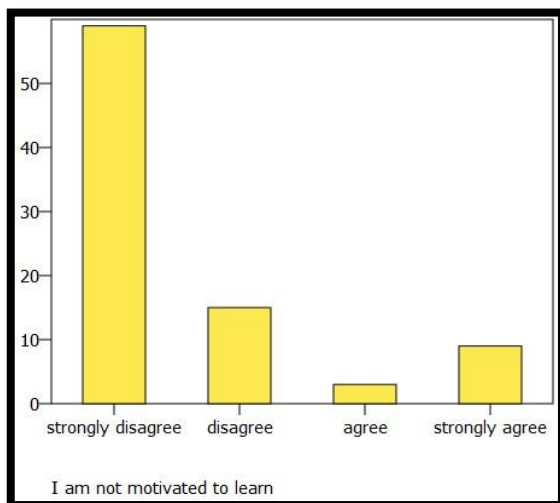


Figure 17 Overcrowded Classroom

Figure 18 Non-Overcrowded Classroom

The first graphic presents the following data from overcrowded classroom where 68.60%, and 17.44% of students disagreed about the statement as follows: I am not excited,

and enthusiastic in learning in class, also, only 3.49%, and 10.47 declared to be in agreement. The next graphic gave the data results from the non-overcrowded classroom, this graphic indicated as the first one that most of the students 50% disagreed with the statement, followed by 30% of students in agreement and 20% strongly agreed.

In overcrowded classrooms the majority of students were motivated, and completely engaged with their learning process, the students were motivated in pursue of their own goals with a personal meaning. They tried to improve their abilities becoming more competent. On the contrary, the half of the overcrowded classroom considered that motivation is not one of the purposes, that they were looking for, since they did not feel interest or enthusiastic in learning as they stated in the questionnaire.

Item #20: The professor makes me participate during the class

the professor makes me participate in class

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	4	4.65	4.65	4.65
disagree	2	9	10.47	10.47	15.12
agree	3	19	22.09	22.09	37.21
strongly agree	4	54	62.79	62.79	100.00
<i>Total</i>		86	100.0	100.0	

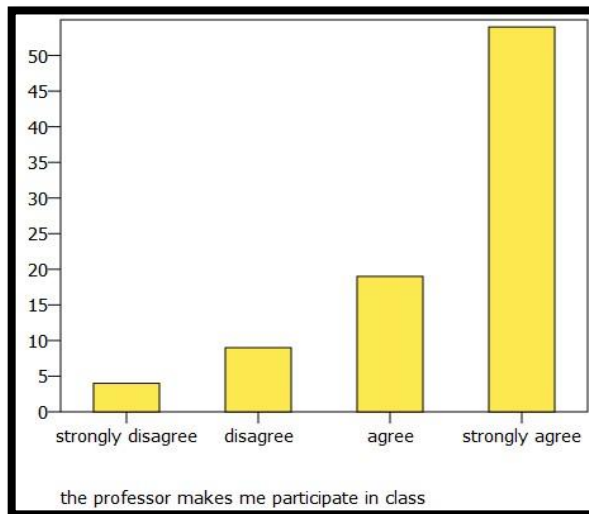


Figure 19 overcrowded Classroom

the professor makes me participate in class

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
disagree	2	1	10.00	10.00	10.00
agree	3	2	20.00	20.00	30.00
strongly agree	4	7	70.00	70.00	100.00
<i>Total</i>		10	100.0	100.0	

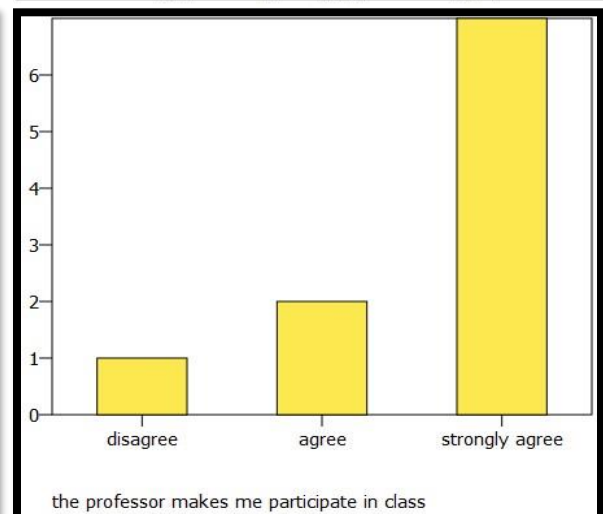


Figure 20 Non-Overcrowded Classroom

According to the information provided for the item number twenty most of the students in both overcrowded and non-overcrowded classrooms exposed that professor

encouraged them to participate during the class, and only a small percentage indicated that they disagreed related to this statement. The provided student's information revealed that professor promoted students learning, by making them participate, creating an environment in which all participants had the opportunity to learn, and in that way can know different personalities from each student.

Item #21: Most of the students do not interact with the professor

My classmates do not interact with the professor

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	39	45.35	45.35	45.35
disagree	2	37	43.02	43.02	88.37
agree	3	6	6.98	6.98	95.35
strongly agree	4	4	4.65	4.65	100.00
Total		86	100.0	100.0	

my classmates do not interact with the professor

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	4	40.00	40.00	40.00
disagree	2	1	10.00	10.00	50.00
agree	3	4	40.00	40.00	90.00
strongly agree	4	1	10.00	10.00	100.00
Total		10	100.0	100.0	

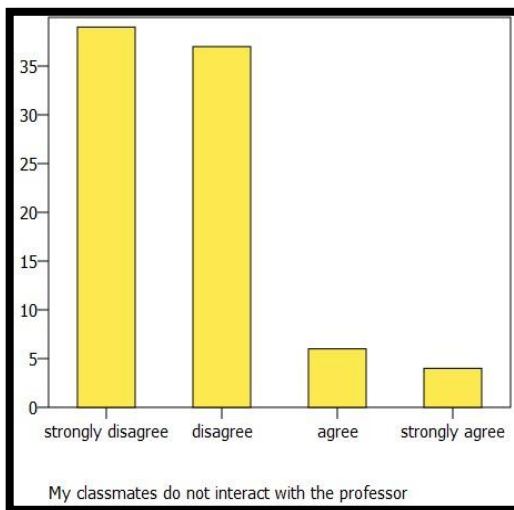


Figure 21 Overcrowded Classroom

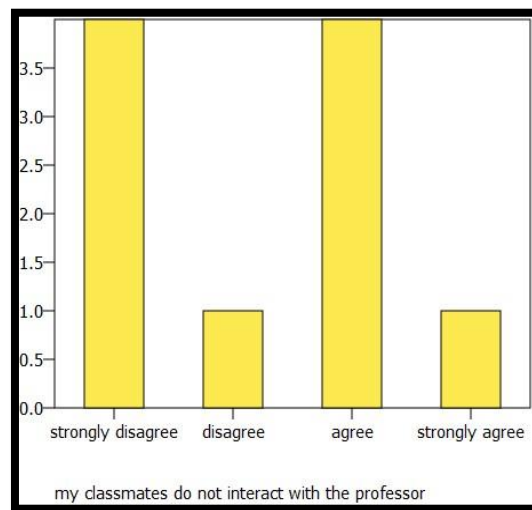


Figure 22 Non-Overcrowded Classroom

The graphic 21 illustrated the information obtained from overcrowded classrooms related to item number twenty-one, which stated that professor did not interact with the students, as a result it could be described that most of the students in overcrowded classroom disagreed, and strongly disagreed with this item, and only a few percentage of students indicated that they were in agreement with this section. Following to the graphic number twenty-two it could be observed a relative contrast, since fifty percent declared in agreement and the other fifty in disagreement.

The point of view of students from overcrowded classrooms revealed that most of them observed, and experimented by their own that the educator interacted with them, as a strategy that aimed to develop students speaking skills, and confident becoming an important part of the teaching learning process. On the other side the results obtained from the point of view of students of non-overcrowded classrooms half of them indicated that the professor did not interact with them, avoiding one of the most important part in the learning process.

Item #23: There are not enough desks in my classroom

there are not enough desks in the classroom

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	22	25.58	25.58	25.58
disagree	2	30	34.88	34.88	60.47
agree	3	16	18.60	18.60	79.07
strongly agree	4	18	20.93	20.93	100.00
Total		86	100.0	100.0	

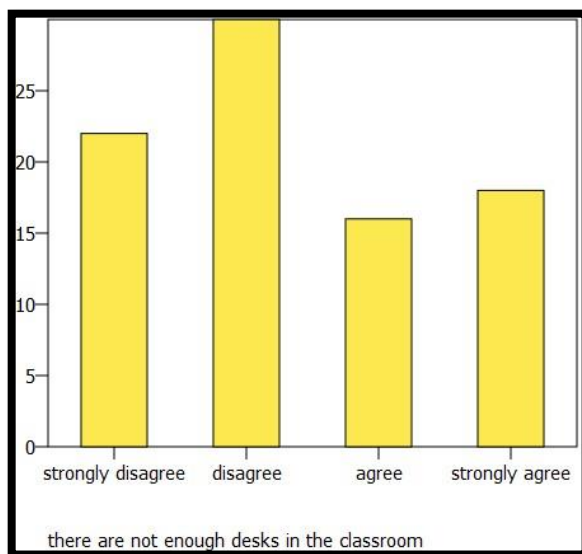


Figure 23 Overcrowded Classroom

there are not enough desks in the classroom

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	9	90.00	90.00	90.00
strongly agree	4	1	10.00	10.00	100.00
Total		10	100.0	100.0	

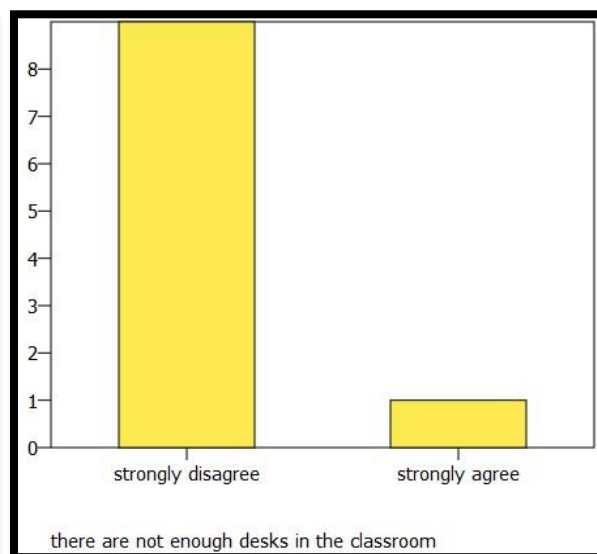


Figure 24 Non-Overcrowded Classroom

The result obtained from the first graphic revealed that 34.88%, and 25.59% of students disagreed, and strongly disagreed about the fact that there were not enough desks in the classroom. In contrast the 18.60%, and 20.93% agreed, and strongly disagreed with this issue. The second graphic indicated that most of the students were in disagreement, since they evidenced that there were enough desks in their classroom.

Item # 24: My classroom has the minimum environmental condition necessary to have a suitable instruction

the classroom has the minimal conditions required

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	13	15.12	15.12	15.12
disagree	2	22	25.58	25.58	40.70
agree	3	29	33.72	33.72	74.42
strongly agree	4	22	25.58	25.58	100.00
Total		86	100.0	100.0	

the classroom has the minimal conditions required

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
disagree	2	1	10.00	10.00	10.00
agree	3	6	60.00	60.00	70.00
strongly agree	4	3	30.00	30.00	100.00
Total		10	100.0	100.0	

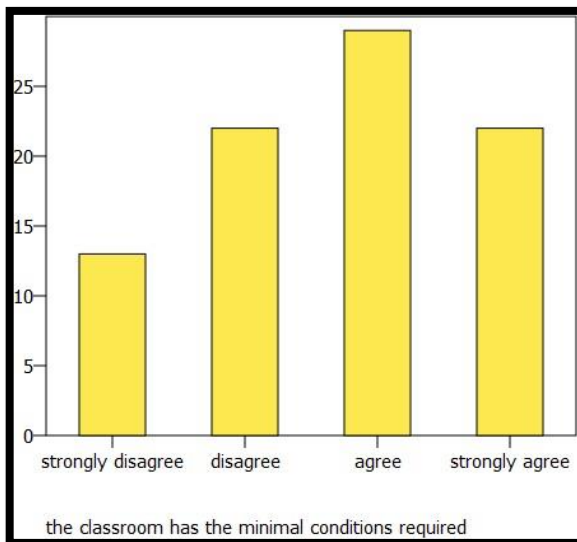


Figure 25 Overcrowded Classroom

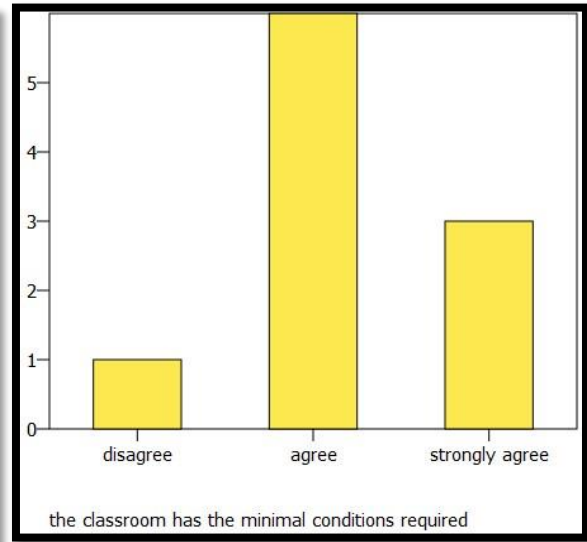


Figure 26 Non-Overcrowded Classroom

The first chart containing data from the overcrowded classrooms showed that more than half of the students agreed with the statement, they considered the classroom possessed the minimal environmental conditions to have a suitable instruction. The 15.1% of students from overcrowded classroom strongly disagreed, and 25.6% disagreed with the previous statement, revealing that the classrooms did not possess the suitable conditions to attend classes, which means that 40.7% of them considered that the environment was not adequate to receive their class, and this affected the proper learning process.

On the other hand, the second chart showed that most of the students from non-overcrowded classroom agreed with the item, considering that the place possessed the minimal environmental conditions to attend classes in a suitable way, and only 10% of the student thought otherwise.

Item #25: My performance during the semester has been good

my performance during the course has been good

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	1	1.16	1.16	1.16
disagree	2	7	8.14	8.14	9.30
agree	3	45	52.33	52.33	61.63
strongly agree	4	33	38.37	38.37	100.00
Total		86	100.0	100.0	

my performance during thw course has been good

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
disagree	2	1	10.00	10.00	10.00
agree	3	5	50.00	50.00	60.00
strongly agree	4	4	40.00	40.00	100.00
Total		10	100.0	100.0	

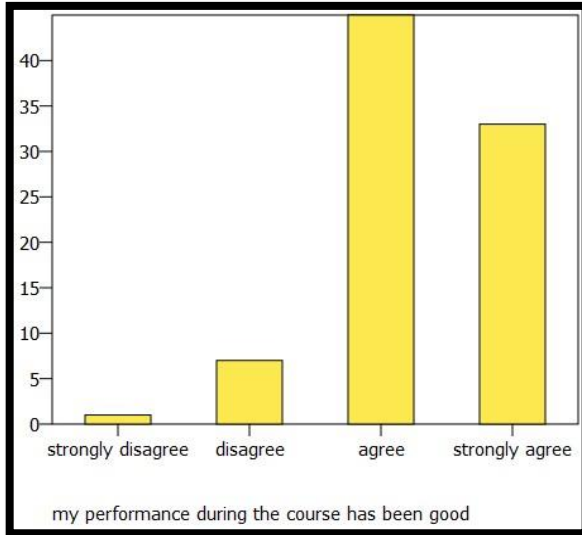


Figure 27 Overcrowded Classroom

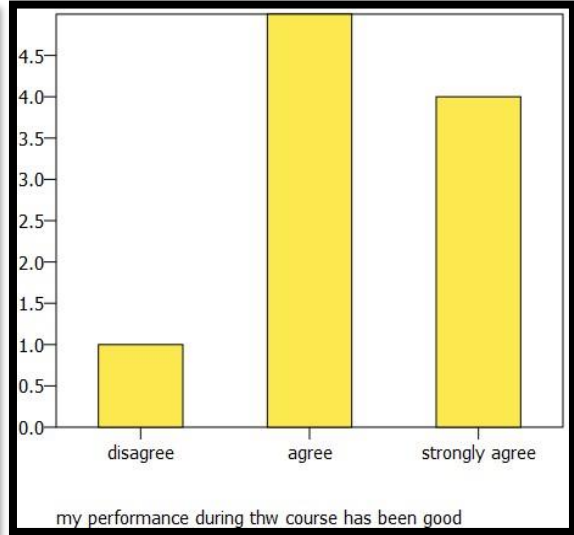


Figure 28 Non-Overcrowded Classroom

According to the item number twenty-five related to students' opinion about their performance during the course most of them in the graph twenty-seven: overcrowded classroom, expressed they had achieved a satisfactory performance during the course. Only 8.1% disagreed, and 1.1% strongly disagreed considering that their performance during the course had not had the expected, and satisfactory achievements.

Regarding to the graph that correspond to non-overcrowded classroom most of the students indicated that they had conducted an accurate, and effective development during the course. Students considered that they had accomplished their goal, and followed the indications, and guidance from the professor. Only 10% of students in this chart exposed their performance as unsatisfactory, considering that they had not develop a good execution during this course.

Item #26: I have obtained the required level of knowledge to move on the next level

I have gotten the necessary knowledge to continue to the following level

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
strongly disagree	1	6	6.98	6.98	6.98
disagree	2	9	10.47	10.47	17.44
agree	3	41	47.67	47.67	65.12
strongly agree	4	30	34.88	34.88	100.00
Total		86	100.0	100.0	

I have gotten the necessary knowledge to continue to the following level

Etiqueta de Valor	Valor	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
disagree	2	1	10.00	10.00	10.00
agree	3	4	40.00	40.00	50.00
strongly agree	4	5	50.00	50.00	100.00
Total		10	100.0	100.0	

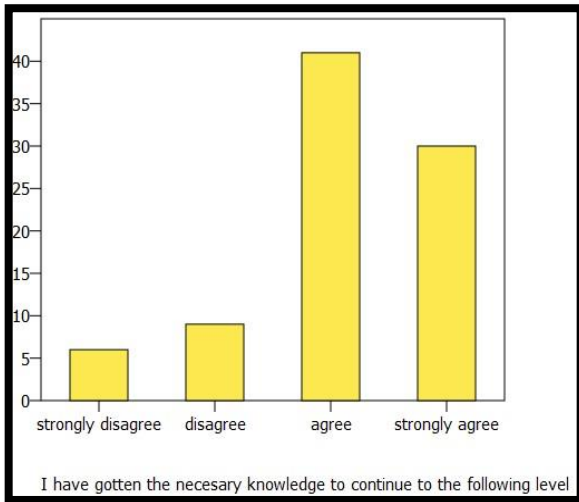


Figure 29 Overcrowded Classroom

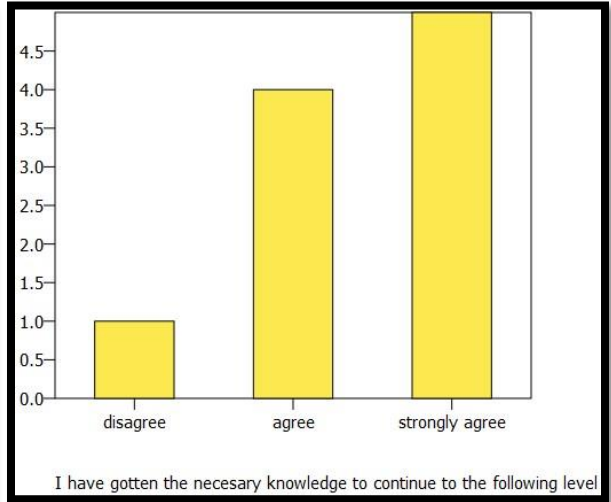


Figure 30 Non-Overcrowded Classroom

The graph twenty-nine which results correspond to overcrowded classrooms showed that 34.88%, and 47.67% of students indicated they obtained the required level of knowledge to move on the next level, only 6.08% strongly disagreed, and 10.47% disagreed. The result revealed that most of the students consider themselves apt and prepared for the challenges of the following course, as expressed in this chart freshmen demonstrated that they acquired the accurate knowledge, and skills thought the practice, and progress to move to the next level.

According to the graph 30 related to students from non-overcrowded classroom held constantly, as the first graph where most of the students considered they had achieved the abilities, and practice they needed to pass to the next level. Only 10% of the students expressed that they were not able to effectively communicate what they learned.

4.3 Instrument 3: Interviews addressed to the professor's presentation and analysis

Normally, in qualitative research, and in interviews, a large amount of information is provided. Therefore, is necessary to select the relevant data for the research that was carried out. The interviews were articulated in order to extract information about the teaching-learning process within overcrowded, and non-overcrowded classrooms in the foreign language department at the University of El Salvador. Interviews were divided into eleven different questions.

- 1- In your opinion, how many students do you consider an optimal classroom should have?**
- 2- How many years do you have of being professor?**
- 3- What is the largest number of students you have had in an Intensive English I/ Intensive French I course in the Department of Foreign Languages?**
- 4- Do you consider that having a class with more than 30 students may interfere directly with the teaching learning process?**
- 5- What do you consider are the challenges that professors face at the moment of teaching overcrowded classes?**
- 6- In overcrowded classrooms how often do you promote pair or group work?**
1) always 2) most of the time 3) sometimes 4) rarely 5) never
- 7- Do you implement different classroom seating arrangements?**
- 8- Do you apply activities according to the different learning styles (visual, auditory, and kinesthetic) and students' abilities in the classroom?**
- 9- In the class room, do you cover, and follow each topic of the content program?**
- 10- Which are the strategies do you implement in the classroom with the aim to foster students' learning?**
- 11- At the end of the class, which methods do you use to verify if students have doubts related to the topic studied?**

Through the interviews' administration addressed to professors in basic courses of English and French, the following data had been set:

To assess FLD professors' opinions towards overcrowded, and non-overcrowded classrooms in the Basic English Intensive I, and Basic French Intensive I courses of the Foreign Language Department at the University of El Salvador, during semester I-2018.

The researchers' team started analyzing the results of the first question the **ideal number of students in a language classroom**, professors in overcrowded classrooms preferred to have among 20 and 30 students in a language class, but a professor from a non-overcrowded class in Basic English suggested to have among 15 and 20 students is the best choice. As theoretical references said, it is better to teach a second language having among 10 and 20 students in a class.

Regarding the second question **Teaching staff' experience**, the researchers analyzed the results gotten, the information collected showed that professors from the Foreign Language Department have a considerable experience that goes from 3 to 25 years. This experience increased the effectiveness of the teaching, which facilitated for students the language acquisition, because of the strategies that professors had learned before. Teaching experience is associated with student achievement.

The third question related to **the largest number of students in class** the results gathered from the professors concluded that they had had large groups from 35 to 65 students. This can be related to the huge demand of learning languages at the University.

Four question **having a class with more than 30 students interfere in the teaching-learning process** they were in agreement with it. This amount of students interferes in their learning process, whereas they mentioned the difficult situation they face while teaching in one of those groups (...) *“the most important issue is that our students do not receive any personalized instruction, in my case I am not able to help as I should to the students” said a professor. The professors may not be giving personalized instructions, because it is impossible with a lot of students.*

The fifth question **was related to the challenges professors face in overcrowded classrooms**, a true reference of the disadvantages that students may have when they are learning a language, and the difficult work this represents for professors to manage these groups. The professors indicated how difficult it can be to plan activities that involve all of their students individually, which forced them to use group methodologies. In addition, the monitoring of individual activities is a huge challenge, since they could not give equal attention to everyone. They also expressed the difficulty they had to perform dynamics or games because of the space and the large number of students.

The researchers analyzed the sixth question, *the frequency which professors promote pair and group work*, they agreed with the option “almost all the time”. Working with small groups made it easier the teaching in large classes... (...) "Almost always because of the over crowdedness, it was difficult for individuals to work, at that time the group became a resource, it became something that can be taken advantage of" said an interviewed professor. In pair work students can practice language together, (Harmer, 2001). It is a functional strategy where working with many students. In addition, group work dramatically increases the amount of talking for individual students, and they are able to develop oral skills, at the same time that they become confident. Professors were enthusiastically sharing their knowledge of teaching methodologies.

Regarding the seventh question **Implementation of different classroom seating arrangement** professors differed in opinions, the researchers analyzed the situation that one professor expressed “*there is no enough space to move students’ desks*”, which is true. When teaching in an overcrowded classroom the space is limited, because of the students’ amount. Other professor commented she did not arrange desks, because the classroom is equipped with round tables and seats around it. The last professor mentioned that she almost always had found desks arranged in semi-circle, which was convenient for her classes.

The eighth question was **do you apply activities according to different learning styles (visual, auditory and kinesthetic) and students’ abilities in the classroom?** To answer these questions two professors related not only “activities”, they said that they used different audiovisual resources, like videos, projections or dynamics for their students. On

the other hand, a professor commented that he focused on different learning styles, and tried to help students in their learning.

Analyzing the ninth question **do you cover, and follow each topic of the content program?** One of them said “a lot of contents were covered outside of classrooms making the use of the platform. The use of technology in the Foreign Language Department became a valuable resource, which benefits the teaching of the languages, and gives to the students the opportunity to be part of their own learning. Other professor said that she covered all the contents, but she commented about the addition of extra material to support some contents she considered poor. The third professor answered she covered all the program’s contents.

The tenth question: **which are the strategies do you implement in your classroom with the aim to foster students’ learning?** Two professors were in agreement mentioning motivation, and incentives make their students work harder in every single class as an important part of the learning process. Another important point was the adaptation of strategies, considering the different learning styles, and making students to be part of this process. Professors were always encouraging their students, and making them to notice the relevance of their own learning.

The researchers analyzed the last question **at the end of the class, which methods do you use to verify if students have doubts related to the topic studied?** A professor answered that she found doubts on her students at the end of the class. She usually brought examples related to the topic for the next class. Other professors asked questions at the end of the class, and answered them by the development of exercises during the next class.

V. CONCLUSION

Through this research the following conclusions were carried out.

It is important to have in mind that the main objective for the research was to compare the development of the teaching-learning process in overcrowded classrooms, and non-overcrowded classrooms, of collecting the following.

It is necessary to make clear that according to the definition given for the researchers to the concepts of overcrowded, and non-overcrowded classrooms, three classes were considered as overcrowded, one as non-overcrowded. Further information was collected through the instruments, and the information obtained from the administration of the School. The group with a smaller number of students did not have more possibilities than those ones with more students to approve the subjects; since, based on the information provided by the academic administration, the non-overcrowded group was the only one that had the highest percentage of failed students. Only 40% of students from this group approved the subject, and evidenced that not only the factor quantity affects the accurate learning process.

Also, as investigators observed, there is a significant difference between the two types of classrooms studied, one of the most important fact is that obviously for the professor the work in overcrowded classrooms is more challenging than a class with less students, but this does not means that they did not applied special strategies, on the contrary it was evident that in those classes with more students the professors even applied more strategies in order to help the students to achieve progress.

It was evident how the professors tried to do their best going from simple aspects such as monitoring as much as possible the students' work, they promoted self-discipline, utilized suitable voice projection, and gestures, including the way to organize students at the moment of working, and according to the activity being carried out, as one of the strategies implemented to make students interact among them. This organization promoted group, and pair work that became difficult due to the lack of space for most of the groups; the different types of activities that professors implemented can also be included, which were designed in order to benefit the different learning styles.

At the same time, it was evident even in overcrowded, and non-overcrowded classrooms how professor encouraged students to practice in class. The interaction among professors-students included many aspects like the promotion of active participation from all the students in the classroom, by providing them equal opportunities to participate, and at the same time learning, even called the students by their names, which of course helped them to feel more comfortable at the moment of interacting.

Among the professors' management strategies, the researchers discovered different ways they implemented to facilitate their knowledge such as the adjustment of the lessons to the number of students, the use of extra material and resources, the planning of the classes, and their enthusiasm involved in every lesson, the use of appropriate language, domination of the content knowledge, and the feedback provided to the students after each activity, although according to half of students from non-overcrowded professor did not provide them with feedback.

At the same time, researchers studied the students' motivation, and according to the results obtained most students encouraged themselves writing down notes, paying attention in classes, attending classes, and their active participation when required, at the same time it was observed if the students practice their skills in the class, and finally their interest in learning by asking question related to the topics seen in class. In the case of non-overcrowded classroom, it revealed that half of students from this group did not practice the language in and out of the class, and did not tend to participate in class.

The last category was the classroom context which included the classroom resources that most of the time were limited, also the space was very limited in the majority of the groups. This category, also included the room arrangement focused in facilitating the interaction among the students. At the end it was observed that the students worked always in Tables or in the U-shaped seating arrangements, due the limited space, and the big number of students.

VI. RECOMMENDATIONS

During the semester I-2018 the researchers monitored the teaching-learning process in overcrowded, and non-overcrowded classrooms from four groups, two from Basic Intensive English I, and two from Intensive French I. The value data derived from this study evidenced remarkable results, which helped the investigators test the information obtained in order to validate and/or deny the established hypothesis. As consequence, these results derived in the previous conclusion, and subsequently in the following recommendations:

Recommendations for professors:

- To maintain, and to implement different teaching strategies according to the number of students that the professors are attending, encourage students to practice in and out of the class, such as look for opportunities to try, and play what they learned.
- To try to implement new strategies by setting challenges, and measuring the real improvement that they are reaching during the whole semester.

Recommendations for students:

- To take a genuine interest in the learning process keeping your eyes on the knowledge as goal prize.
- Since in the non-overcrowded classroom most of the students failed. The researchers recommend to the students the use of different study techniques such as the help of websites, books, of a professor or tutor, being disciplined, and putting a schedule to study the weakest areas.

Recommendations for the authorities of the Foreign Language Department:

- To look for better ways to organize the groups' organization with the aim to avoid the over crowdedness, making more effective the educational work, and in that way to contribute on students' performance.
- To organize professional development programs to professors by offering them training on how to attend students in large classes.
- To provide leveling exams to the freshman students including those who request change of majors to place them in the course according to their level. This will allow to the professors to work only with students of basic level, at the same time to avoid the over crowdedness.
- To request the assignment of a larger number of classrooms for the major in Modern Languages according to the number of students enrolled in all the subjects, likewise the hiring of more faculty for attending to these groups.

VII. BIBLIOGRAPHY

BOOKS

Bello, P. & Feria, A. & Ferrán, J. & García, T. & Gómez, P. et al. (1990). *Didáctica de las Segundas Lenguas Estrategias y Recursos Básicos*. España: Grupo Santillana.

Brown, D. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy* (2 ed.). NY: Longman.

Cohen, E. & Lotan, R. (2014). *Designing Group Works: Strategies for The Heterogeneous Classroom* 3rd Edition. United States of America. Teacher College

Cornejo, D.(2014). Tesis, *Classrooms Management Problems in Large Classes*, Universidad de El Salvador

Dunn, D. S. (2015). *The Oxford Handbook of Undergraduate Psychology Education*. New York: Oxford University Press.

Garmston, R. (2005). *The Presenter's fielbook: A Practical Guide* (2 ed.). United Kingdom: British Library.

Harmer, J. (2001). *The Practice of English Language Teaching* (3 ed.). England: Longman.

Larson, B. E. & Keiper, T. A. (2007). *Instructional Strategies for Middle and High School*. New York, NY: Taylor and Francis Group

LoCastro, Virginia (1989). *Large Size Classes: The Situation in Japan*. Lancaster-Leeds Language Learning in Large Classes Research Project, Project

Ming-tak, H. & Wai-shing, L. (2008). *Classroom Management: Creating a Positive Learning Environment*. Hong Kong: Hong Kong University Press.

Muthusamy N. (2015). *Teachers experience with overcrowded classrooms in a mainstream school*.

Richards, J. & Farrel, T. (2011). *Practice Teaching a Reflective Approach*. United States of America: Cambridge University Press.

Rogers, T. (2013). *Conferences and Conventions a Global Industry* (3 ed.). New York, NY: Routledge.

Setti, F. (2016). *The Problem of Overcrowded Classes In Learning English As A Foreign Language*

WEBSITE REFERENCES

Acosta Joel, Guédez Maria and Mills Carolina (2014. June 10). *Lesson Class Stages*. Retrieved from <https://es.slideshare.net/kiprus/lessonclass-stages>

Belvel, P. (2010). *Rethinking Classroom Management: Strategies for Prevention, Intervention and problem solving*. Retrieved from <https://books.google.com.sv/>.

Brophy, J. (2010). *Motivating students to Learn* (3 ed.). Retrieved from <https://books.google.com.sv/>.

Classrooms Seating Arrangements. Retrieved from <http://www.tesolclass.com/classroom-management/classroom-seating-arrangements/>

Concordia University-Portland. (2018). *Cultivate Learning: Extrinsic and Intrinsic Motivation*. [online] Retrieved from: http://edication.cu-portland.edu/blog/classroom_resources/cultivating-students-motivation/ [Accessed 25 Jun. 2018].

Dirección Nacional de Educación Superior, Ministerio de Educación, El Salvador. (2017, October). *Información estadística de educación superior* [PDF file]. San Salvador: Ministerio de Educación. Retrieved from <http://www.mined.gob.sv/index.php/2015-05-1215-29-13/send/713-informacion-estadistica-de-educacion-superior/6448-resultados-de-lainformacion-de-ies-2016>.

Espinoza, M. (2017). UES recibe aspirantes para ingreso 2018 en prueba general de conocimientos: El Universitario. Retrieved from <http://www.eluniversitario.ues.edu.sv/5925-ues-recibe-a-aspirantes-para-ingreso-2018-enprueba-general-de-conocimientos>.

Extrinsic vs. Intrinsic Motivation: What's the Difference?. (2018). Retrieved from <https://www.verywellmind.com/differences-between-extrinsic-and-intrinsic-motivation2795384>

George Patton Associates. (2016, August 25th). Effective Classroom Seating Arrangements. Retrieved from <https://www.displays2go.com/Article/Effective-ClassroomSeating-Arrangements-32>.

Great Schools Partnership (2014, November 26). CLASSROOM MANAGEMENT. Retrieved from <https://www.edglossary.org/classroom-management/>

Igi Global (Idea Group, Inc). What is Teaching-Learning Process. Retrieved from <https://www.igi-global.com/dictionary/teaching-learning-process/48941>

Nakata, Y(2006), Motivation and Experience in Foreign Language Learning. Retrieved from <https://books.google.com.sv/>.

TESOL courses. Retrieved from https://www.globalenglish.com/custom/courses/pdf/sample_d_lesson_planning_and_staging-2.pdf

The Impact of Number of Students per Teacher on Student Achievement. (2015, April 30). Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042815016894>.

The TFA Editorial Team. (2016, January 28th). The Pros and Cons of 3 Common Classroom Seating Arrangements. Retrieved from <https://www.teachforamerica.org/teacherpop/pros-and-cons-3-common-classroom-seatingarrangements>.

University of Waterloo (2017). Implementing Group Work in the Classroom. Retrieved from <https://uwaterloo.ca/centre-for-teaching->

excellence/teachingresources/teaching-tips/alternatives-lecturing/group-work/implementing-group-workclassroom

Wigfield, A. & Guthrie, J. & Perencevich, K. (2010). Motivation reading comprehension: Concept-Oriented Reading Instruction. Retrieved from <https://books.google.com.sv/>.

Williams, K. (2009). Elementary Classroom Management: A Student-Centered Approach to Leading and Learning [PDF file]. Available from https://www.amazon.es/dp/1412956803/ref=rdr_kindle_ext_tmb

Wrubel, R. (2002). Great Grouping Strategies Ways to Formally and Informally Groups Students to Maximize Their Social, Emotional, and Academic Learning. New York, NY: Scholastic Professional Books.

VIII. ANNEXES

8.1. Research Instruments

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREING LANGUAGE DEPARTMENT

INSTRUMENT A

Interview addressed to professors of Intensive Basic English I and Intensive French I of the Foreign Language Department.

Objective: To assess FLD professors' opinions towards overcrowded and non-overcrowded classrooms in the Basic English Intensive I and Basic French Intensive I courses of the Foreign Language Department at the University of El Salvador during semester I 2018.

1. In your opinion, how many students do you consider an optimal classroom should have?

- 1) 20-30 2) 30-40 3) 40-50 4) 50 or more

2. How many years do you have of being professor?

- 1) 1-3 2) 3-5 3) 6 or more

3. What is the largest number of students you have had in an Intensive English I/ Intensive French I course in the Department of Foreign Language?

- 1) 5-20 2) 20- 35 3) 35- 45 4) 45- or more

4. Do you consider that having a class with more than 30 students may interfere directly with the teaching learning process?

- 1) strongly agree 2) agree 3) undecided 4) disagree

5. What do you consider are the challenges that professors face at the moment of teaching overcrowded classes?

6. In overcrowded classrooms, how often do you promote pair and group work?
a always 2) most of the time 3) sometimes 4) rarely 5) never

7. Do you implement different classroom seating arrangements?

- Yes _____ No _____

8. Do you apply activities according to different learning styles (visual, auditory and kinesthetic) and students' abilities in the classroom?

9. In the classroom, do you cover and follow each topic of the content program?

10. Which are the strategies do you implement in the classroom with the aim to foster students' learning?

11. At the end of the class, which methods do you use to verify if students have doubts related to the topic studied?

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

INSTRUMENT B

Questionnaire Addressed to the students of the Intensive Basic English I and the Intensive Basic French I groups, Semester I 2018.

Subject: _____ **Class schedule:** _____

Objective: To gather information related with the Teaching-Learning process in overcrowded classrooms in the Intensive Basic English I and Intensive French I courses, during semester I 2018 of the Bachelor of Arts in Modern Languages with specialization in French and English from the Foreign Language Department of the School of Sciences and Humanities at the University of El Salvador.

Directions: Mark with an X the box that expresses your level of agreement with the following statements. Please be as objective as possible.

N°	STATEMENTS	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
	In class-work				
1.	While working in the classroom the professor observes what we are doing.				
2.	The professor promotes good behavior rules to have a good environment in class.				
3.	The professor forms groups according to the activity we are doing.				
4.	The professor arranges in different combinations and forms our desk to work.				
5.	The professor makes use of different activities that stimulates our learning.				
	Professor' performance				
6.	The professor makes use of extra material like copies, audiovisual tools (videos, movies, songs, platforms, educational web sites, CD players).				
7.	During class we do not do oral presentations, debates and discussion.				
8.	The professor always gives students clear instructions before developing any activity during the class.				

9.	The professor never gives students feedback at the end of the class by solving doubts and questions they have.				
Students' motivation					
10.	I pay attention in class.				
11.	I never take notes during class.				
12.	I study and review my notes after classes.				
13.	I do not participate in class.				
14.	I have a good interaction and communication with the professor.				
15.	I do not attempt to practice my English/French in and out of the class.				
16.	I pay attention to the teacher or my classmates when they are speaking.				
17.	I am not excited and enthusiastic to learn in class.				
18.	I attend classes daily.				
19.	I am responsible and deliver tasks on time.				
Interaction					
20.	The professor makes me participate during the class.				
21.	Most of the students do not interact with the professor.				
Classroom conditions					
22.	There is enough space for all the students in the classroom.				
23.	There are not enough desks in my classroom.				
24.	My classroom has the minimum environmental conditions necessary to have a suitable instruction.				
25.	My performance during the semester has been good.				
26.	I have obtained the required level of knowledge to move on the next level.				

Retrieved and adapted from: Harmer, J. (2001). The Practice of English Language Teaching (3 ed.). England: Longman.

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

INSTRUMENT C

CHECKLIST TO OBSERVE THE ENGLISH/FRENCH BASIC I GROUPS IN *OVERCROWDED AND NONOVERCROWDED CLASSROOM*.

Subject: _____ **Class schedule:** _____

Objective: To collect information related with the teaching-learning process in overcrowded and non-overcrowded classrooms in the Intensive Basic English I and Intensive French I courses, during semester I 2018 of the Bachelor of Arts in Modern Languages with specialization in French and English from the Foreign Language Department of the School of Sciences and Humanities at the University of El Salvador.

SCALE: No opportunity to observe (1) – Rarely (2) some of the time (3) – most of the time (4) – all the time (5) "

N°.	ITEM	1	2	3	4	5
	PROFESSORS' CLASSES PERFORMANCE					
1.	The professor monitors students while they're working.					
2.	The professor promotes self-discipline.					
3.	The professor's voice projection is appropriate.					
4.	The professor makes use of gestures when speaking.					
5.	The professor promotes pair and group work.					
6.	The professor manages time according to each activity.					
7.	The professor uses an effective classroom seating arrangement.					
8.	The professor applies activities according to different learning styles and students' abilities.					
	INTERACTION PROFESSOR-STUDENTS					
9.	The professor applies different strategies to promote active participation in class.					
10.	The professor calls each student by their names.					

11.	The professor implements activities to get all students involved.					
12.	The professor promotes equal opportunities to participate.					
13.	The professor develops empathy in the classroom					
	PROFESSORS' CLASSROOM MANEGEMENT STRATEGIES					
14.	The professor plans and prepares each class.					
15.	The professor uses extra materials and resources.					
16.	The professor focuses on student attention.					
17.	The professor explains the objective and the agenda for each class.					
18.	The professor provides feedback after each activity when necessary.					
19.	The professor demonstrates enthusiasm, involvement and interest in lesson presentation.					
20.	The professor gives clear and concise instructions.					
21.	The professor speaks with respect and uses appropriate language.					
22.	The professor demonstrates strong content knowledge.					
	PROFESSOR BEHAVIORS					
23.	Frequent Responses: Requests frequent responses from students, allowing rehearsal of content and checking for understanding.					
24.	Limited Use of Volunteers: Avoids asking students to volunteer to answer questions.					
25.	Inclusive Participation: Uses practices that involve all students in responding, encouraging all students to formulate answers and to participate.					
26.	Equity of Individual Turns: Calls on a variety of students using a preplanned system to randomize students who are called on to ensure equity.					
27.	Lesson Adjustment: Adjusts the lesson based on student's amount					
28.	Positive Learning Environment: Promotes a positive learning environment, connecting with the learners and promoting student success. Utilizes positive procedures to encourage appropriate behavior.					
	STUDENTS' MOTIVATION					
29.	Students write notes down.					
30.	Students ask questions.					
31.	Students practice their skills in and out the class.					
32.	Students pay attention in class.					
33.	Students in the classroom are eager and enthusiastic about learning.					

34.	Students attend to class.					
35.	Frequent Responses: Respond when asked to give verbal, written, or action responses.					
36.	Cooperative Responses: Work productively with partners or team members (completing tasks, listening to partners, staying on-task).					
37.	On-task Behavior: Exhibit on-task behavior, following the teacher's directives and completing requested tasks					
CLASSROOM CONTEXT						
	Classroom resources	1	2	3	4	5
	Sparsely resourced in resources					equipped rich
	Classroom space	1	2	3	4	5
	Crowded					Adequate space
	Room arrangement	1	2	3	4	5
	Inhibited interaction among students					Facilitated interaction among students
	Major way(s) in which students' activities were structured.	As a whole groups	Small groups	As pairs		As individuals
COMMENTS:						

Retrieved and adapted from: Cornejo Arévalo, Deysi del Carmen; Reyes, Juan Francisco y Mendoza Coreas, José David (2014) *Classroom management problems in large classes and classroom management alternatives in Advanced English I groups at the Foreign Language Department at the University of El Salvador during the term II-2013*. Licenciatura thesis, Universidad de El Salvador.

The seating arrangement of the class is the following:



Figure 1. Row Arrangement.

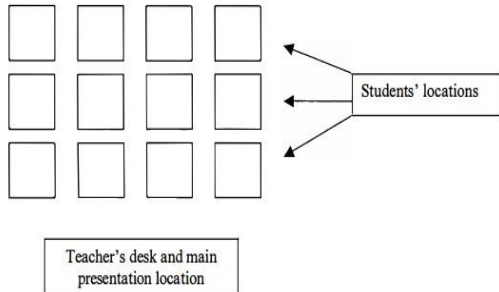


Figure 2. Herringbone or split half arrangement.

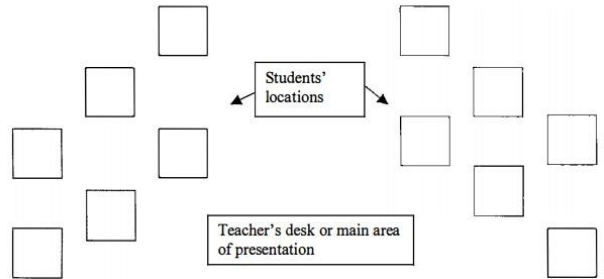


Figure 3. U-shaped arrangement.

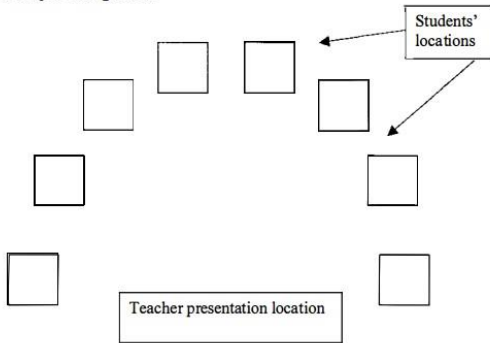


Figure 4. Tables arrangement.

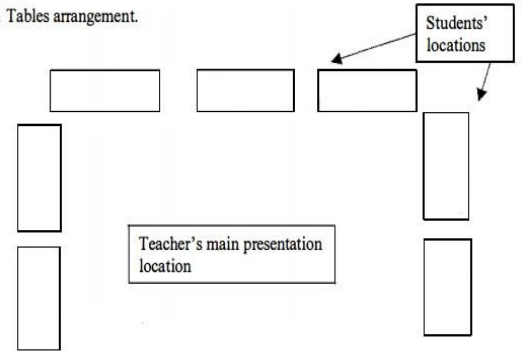
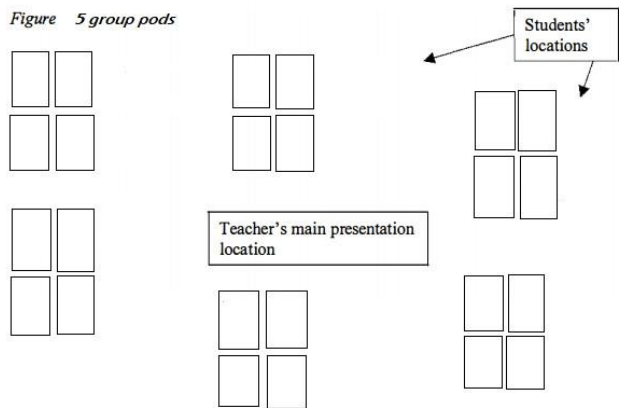


Figure 5 group pods



8.2 Interview transcription: Intensive French I professor 1

UNIVERSIDAD EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS
INSTRUMENTO A

Entrevista dirigida a docentes de Inglés Básico Intensivo I y Francés intensivo I del Departamento de Idiomas Extranjeros.

Objetivo: Valorar la opinión de docentes con respecto a salones sobrepoblados y no sobrepoblados en Inglés Intensivo I y Francés Intensivo I del Departamento de Idiomas Extranjeros de la Universidad de El Salvador durante el ciclo I-2018.

1. En su opinión, ¿Cuántos estudiantes considera que es el número óptimo en el salón de clases?

- 1) 20-30 2) 30-40 3) 40-50 4) 50 o más de 20 a
30. Lo ideal para mí sería de 15 a 25 para mantener un equilibrio.

2. ¿Cuántos años tiene de ejercer la docencia?

Tres años y medio. Uno dando francés en la universidad.

3. ¿Cuál es la cantidad más grande que ha tenido en una clase de Francés?

45 o más, en este grupo tenía 46 y se fueron 2.

4. ¿Considera que tener una clase con más de 30 estudiantes podría interferir directamente en el proceso de enseñanza-aprendizaje?

- 1) Totalmente de acuerdo 2) De acuerdo 3) indeciso 4) En desacuerdo

de acuerdo porque puede ser esa cantidad.

5. ¿Cuáles considera son los desafíos que los docentes enfrentan al momento de enseñar en salones no sobrepoblados?

Hay bastantes, el primero es que no se puedan monitorear a todo el mundo porque hay unos que van a pasar todo el ciclo y puede que nunca hablen, nunca nada, o solo esperen que uno resuelva las cosas quizás así no se pueden monitorear... dos sería la cantidad de tarea que uno les deja porque eso de estar revisando más de 46... imagine, yo les dejo siempre algo. El año pasado tenía 30 se fueron 4, ahí si les dejaba porque me daba chance pero no... con esos niños no se puede... el trabajo ex aula... solo en el aula hasta el momento de calificar exámenes es más conveniente no estar en salones sobrepoblados y también para ellos por el

espacio...se sientan en la puerta todos los días es pelea y no se puede pasar, queda un espacio pequeño entonces todo eso... la comodidad también.

Entrevistadora ¿usted implementa alguna técnica para hacerlos que participen o participan solo los que quieren?

Cuando estamos viendo gramática si pero siempre son 4 o 5 los que no participan... pero para una técnica en el salón, les dije que todo lo que hicieran iba a valer 10% todo los diálogos que hacen ahí mismo califico.

6. En salones sobrepoblados, ¿qué tan frecuente promueve el trabajo grupal y en parejas?

1) Siempre 2) la mayor parte del tiempo 3) algunas veces 4) raramente 5) nunca

Siempre porque aunque sea un ejercicio así.... “háganlo con alguien”, para que se ayuden cuando se hace alguna presentación o algo en grupo.

7. ¿Acomoda usted los pupitres en diferentes formas?

En ese caso no. No se puede. No sé si se acuerdan de que un día hice un juego y ni siquiera podían hacer el círculo algunos se quedaban atrás... entonces no se puede porque no hay espacio no se puede hacer media luna, donde quedan ahí se quedan.

8. ¿Usted aplica diferentes actividades para los diferentes estilos de aprendizajes?

siempre se puede como siempre son 4 si siempre se pueden es solo que están haciendo un juego para mantenerse moviéndose... cuando llevo un proyector aunque yo ya lo he explicado pero que otro lo explique... siempre así se puede.

9. En esos salones ¿usted enseña todos los contenidos y sigue los temas del programa de estudio?

Si, en el caso de ellos como es bien poquito... entonces se está todo el tiempo que uno quiere si...

10. ¿cuáles son las estrategias que implementa en el salón de clase con la intención de fomentar el aprendizaje de los estudiantes?

Bueno ahí este lo primero será incentivos para que ellos... esos son estrategias... en los primeros niveles así es...

11. Al final de la clase, ¿qué métodos utiliza para verificar si los estudiantes tienen dudas relacionados al tema estudiado?

Preguntarles si tienen dudas, hacer un review de lo que hicimos ahora a veces cuando no lo hago al final, lo hago siempre al inicio de la otra clase.

8.3 Interview transcription: Intensive French I professor 2

UNIVERSIDAD EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS
INSTRUMENTO A

Entrevista dirigida a docentes de Inglés Básico Intensivo I y Francés intensivo I del Departamento de Idiomas Extranjeros.

Objetivo: Valorar la opinión de docentes con respecto a salones sobrepoblados y no sobrepoblados en Inglés Intensivo I y Francés Intensivo I del Departamento de Idiomas Extranjeros de la Universidad de El Salvador durante el ciclo I-2018.

1. En su opinión, ¿Cuántos estudiantes considera que es el número óptimo en el salón de clases?

Es entre 20 y 30, es lo indicado para poder desarrollar los contenidos adecuadamente.

2. ¿Cuántos años tiene de ejercer la docencia?

En la universidad tengo diez años de estar enseñando el francés, pero a nivel de institución pública tengo 25 años.

3. ¿Cuál es la cantidad más grande que ha tenido en una clase de Francés?

De 35 a 45

4. ¿Considera que tener una clase con más de 30 estudiantes podría interferir directamente en el proceso de enseñanza-aprendizaje?

1) Totalmente de acuerdo 2) De acuerdo 3) indeciso 4) En desacuerdo

sí, interfiere porque lo normal si trabajo con 25 estudiantes puedo dedicarle más tiempo a cada estudiante, puedo dirigire a cada uno de ellos, pero teniendo el doble es imposible comunicarse incluso en una clase de idiomas.

5. ¿Cuáles considera son los desafíos que los docentes enfrentan al momento de enseñar en salones no sobrepoblados?

Uno de los desafíos que se enfrentan, creo llevar el conocimiento a cada estudiante porque al final si todos están ahí todos merecen la misma atención y todos merecen y tienen derecho a aprender lo que el programa les ofrece, entonces uno de los desafíos que quizás el 90 o 95% que se logre eso, es imposible con todos porque hay aspectos de inasistencia y todo eso y cuando son muchos es difícil que participen, igual creo que es mi obligación ofrecerles la misma atención.

6. En salones sobrepoblados, ¿qué tan frecuente promueve el trabajo grupal y en parejas?

1) Siempre 2) la mayor parte del tiempo 3) algunas veces 4) raramente 5) nunca

Casi siempre por el mismo hecho que esta sobrepoblado, es como difícil el trabajo individual, en ese momento se vuelve un recurso el grupo, se vuelve algo que se puede aprovechar. El trabajo si bien es cierto de que algunas veces uno puede desatenderse es obligación, pero muchas veces si funciona porque lo que un compañero no le comprendió a un profesor, con sus compañeros tienen más confianza y pueden de alguna manera preguntarles a sus compañeros, si yo creo que el 80% se apoya, ya en la universidad es poca la persona que no aproveche. Yo aprovecho mucho ese recurso de trabajo en parejas, trabajar en grupos; incluso en este momento estamos en un salón que es de mesas que están ya en u. pero si se puede usar ese recurso, incluso cuando he estado en grupos grandes, en capacitaciones utilizar eso, ósea que trabajen en parejas o en grupos si se puede y es de aprovechar.

7. ¿Acomoda usted los pupitres en diferentes formas?

Como ya les dije verdad aquí no tenemos pupitres si no que mesas, pero cuando estoy en un salón con pupitres si, utilizo no filas si no que un semicírculo, puedo acercarme a todos, puedo tener acceso a todos los estudiantes y luego cuando es de trabajar en cuatro cada quien arregla su pupitre; si no muchas veces trabajo en filas. Casi no mucho trabajo en filas, es difícil poder llegar donde todos que con muchos alumnos esto si se puede.

8. ¿Usted aplica diferentes actividades para los diferentes estilos de aprendizajes?

Pues se trata de hacerlo... de tomarlo en cuenta el tipo de aprendizaje de cada uno, ya sabemos que todos aprendemos diferente, entonces no se puede estar ni solo leyendo ni solo escuchando ni solo hablando. Como estamos hablando con grupos con muchos alumnos, trato la manera de seguir los diferentes métodos que usted sabe pueden funcionar para tomar en cuenta a todos por lo mismo porque cada uno aprende diferente se trata verdad, se trata de tal manera de hacer las cosas.

9. En esos salones ¿usted enseña todos los contenidos y sigue los temas del programa de estudio?

Los contenidos si porque si está el programa, tengo que trabajar los contenidos del mismo para eso al alumno se le presenta al principio y hasta ahora siempre he cumplido con los contenidos del programa, utilizando diferentes estrategias, vaya ustedes saben nosotros tenemos un libro, el cual nos guía con los contenidos pero muchas veces no es suficiente, ósea yo utilizo mucho material personal, en caso de, nosotros que tenemos gramática o que a veces encuentro que el ejercicio que está en el libro no es el adecuado o está muy breve... está muy pobre, generalmente siempre estamos utilizando material extra, pero los contenidos si e incluso hace muchos años cuando hubo problemas de paro de clase o algo nos ha tocado venir a trabajar enero para terminar los contenidos. Yo siempre les digo que no se preocupen porque todos los contenidos que están ahí se desarrollan. Creo que es lo adecuado es lo necesario, se sigue la secuencia, si el alumno no vio todos los contenidos entonces es la obligación de nosotros los profesores desarrollarlos contenidos.

10. ¿cuáles son las estrategias que implementa en el salón de clase con la intención de fomentar el aprendizaje de los estudiantes?

En primer lugar, cuando el alumno es nuevo, tenemos ese... motivarlos... primero la motivación para aprender ese idioma o cualquier idioma. Primero es la motivación luego las estrategias que se vayan amoldando que le guste lo que está aprendiendo que se dé cuenta

que le va a servir en el futuro, que aproveche el momento, que aproveche la oportunidad. Eso creo que eso cuenta al principio. La metodología es tratar de hacer que el estudiante vea que aprender es fácil.

11. Al final de la clase, ¿qué métodos utiliza para verificar si lo estudiantes tienen dudas relacionados al tema estudiado?

Bueno en primer lugar siempre se le pregunta si hay dudas, si comprendieron; pero generalmente después si hay dudas de un tema de una clase... hago preguntas sobre el tema a cada estudiante o generalmente después de desarrollar un tema, desarrollamos ejercicios escritos o a veces de audio para darme cuenta si ellos han comprendido, porque a veces los estudiantes tienen pena de preguntar de como el docente les va a salir.

8.4. Interview transcription: Basic Intensive English I Professor 3

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREING LANGUAGE DEPARTMENT
INSTRUMENT A**

Interview addressed to professors of Intensive Basic English I and Intensive French I of the Foreign Language Department.

Objective: To assess FLD professors' opinions towards overcrowded and non-overcrowded classrooms in the Basic English Intensive I and Basic French Intensive I courses of the Foreign Language Department at the University of El Salvador during semester I 2018.

1. In your opinion, how many students do you consider an optimal classroom should have?

1) 20-30 2) 30-40 3) 40-50 4) 50 or more 5) 5- 20 students

2. How many years do you have of being teacher? More than 6 years

3. What is the largest number of students you have had in an Intensive English I/ Intensive French I course in the Department of Foreign Language? 65 students

4. Do you consider that having a class with more than 30 students may interfere directly with teaching learning process?

Definitely yes and one of the most important issues is of our students no receive any personalized instruction, in my case I'm not able to help as I should students who really belong to that level when I should develop more time for example one issue not being considered having overcrowded classrooms mostly in the basic level with students not supposed to be in basic and they attended classes every day I mean those students that attend classes every day, for example this semester in the basic course I had around 10 students were not supposed to be there. They would be in intermediate I or maybe three or four in

intermediate II. So, I mean they're taking the place and taking away the opportunity for those students who really belong to that level, so I had 42 students those let's say we had gone I will enter out. Big difference so these other students are the ones who had a higher level of competence of the language are the ones who want to participate all the time who you know take the place of those students who should be participating... they don't feel confident... well... you know, how that can affect students' self-confidence. So, I told them, and I cannot be telling students do not participate, I mean, I encourage the ones should participate mostly to participate and I tried to force them if you know when you were observing. There're many volunteers. The ones volunteers are the most that had a higher level of competence in the language.

So, they they're not receive any personalized, maybe not any but... it is too hard to reach...to keep the necessary time to help them in their learning process and for us the teachers ...well... instead of having 30 students participating all of the time maybe half of students during the morning 1 hour and 40 class...sessions, it is hard they don't get to develop the language skills as they should...definitely not... the over crowdedness is affecting the quality... may students do not reach the level they should reach the end of the course and maybe I mean they had passed may other students have passed with 6 because they tried to study a lot for the written tests but as far as the oral exam they performed really low... really low... on that. Actually, I have some cases which I had to surprise them at the end they passed because they had 6.1 yeah... they don't practice those are students that had a higher level that I tried to explain to them during the class time but...

Still the ones get the opportunity to practice a lot ...you know... the students being the ones who belong to the level and should be to develop in the language skill to be able to reach the next higher level which is in this case intermediate one so... it's affecting me a lot.

5. What do you consider are the challenges that professors face at the moment of teaching overcrowded classes?

First of all classroom's management is hard... you have to plan your activities really well... in many cases, most of the activities are done in groups which is good but I can't went back to the 2 hours explaining the ones get to practice... the ones that get to practice in the language when they're working mostly are the ones that had a higher level...so it's like a changelike a domino ...you know .

That is frustrating for me like teacher, as well I mean, you voice is affected, and you get a kind of sick. It's one of the reason because in the other course that I had I also have 41 students. Its kind to teach to all students and those students that have a higher level sometimes get frustrated sometimes bored...I would say, and I tell them that you shouldn't be here because I am here to teach basic students and I like giving them extra activities... and I tell them. Continue... continue doing this...

But still I had problems with one of the students and I am sharing this with you because that is affecting me as teacher in the teaching learning process who one even fell asleep... supposed he is coming from a bilingual school, where he learned English and he was firs graduated before on that, but it's happened that his English is not good he thinks it is when he passed the course with 7.7. It should be at least a 9 in my opinion.

Sincerely his level he had a good level in English ...you know he didn't care. I think he attended to classes because of his father... his father works here in the university... I think he was forcing to come to classes every single day, but he got bored so that interrupted me that annoyed me a lot and even his classmates... he worked ... you know even tried make jokes with everything...so again...we back to the over crowdedness and that students are taken the exam... the basic exam they didn't been there. They don't get bored.

There are many cases like that in overcrowded classrooms. I think the problem we are having in our department students are not been placed, not because teachers don't want to place them because systems the same policies in the university affect students when they

take that placement. Since... they have to do the thesis I think... most avoiding that especially modern language's students ... yes, I heard they say not I'm not going to take the remedial test because the points affect my average point grade... so...

That's annoying for the teachers you know... bilingual students shouldn't be there instead of giving your time, giving your time. They didn't the time and the best efforts to the students who really need help...I think... that's one of the thing that affecting me the most and obviously when evaluating oral exams take number we take six days ...seven days to do oral evaluations.

The oral tasks as well take a lot of time because you need instead of giving to each student ten or fifteen minutes which be the best team till to really check the oral production, oral performance sorry... I will give them five minutes because if they do more of six or seven minutes then, we will take then days and doing evaluation it shouldn't be the keys so it's really hard...

6. In overcrowded classrooms how often do you promote pair or groups work?

1) always 2) most of the time 3) sometimes 4) rarely 5) never

I would say most of the time 70% of the time. When I am not the one who is present ... the language idiom, in most cases 70% or more were doing pair or work group... when that's we should.

7. Do you implement different classroom seating arrangement?

Yes_____ Not_____

Well at the beginning of the class since that the student find the classroom being set as a semicircle, very few cases that students set. This is in roles because that the way that I found I didn't want to take too much time to arrange the chairs again since I had issued. This semester as goal almost every single day when I arrived at the class the teacher who had classes previously to mine take longer, so, it took five or even more minutes from my own time class and I didn't have time even to arrange.

So, all my students enter the classes and we started right away and we got to do quickly and let's... I avoided enter the class because it took me extra time... so at the beginning of the class and most cases I had students in semicircle like...a... and later in pairs and finally in most cases the production stage in groups.

8. Do you apply activities according to different learning styles (visual, auditory and kinesthetic) and students' abilities in those classrooms?

Well, I try to bring them maybe as possible videos, auditory learners with the kinesthetic activities I had some issues because the classroom is overcrowded... moving when I had to ... when I got activities in which students are stand up and moving around... it was hard to handle because it took longer it any should have very noisily. So, I try to avoid it, but I try to modify the activities... so they could it

9. In those classrooms, do you cover and follow each topic of the content program?

As I said at the beginning this I covered everything... but considering the units we had to plan right?... the contents that we had to plan... a lot of contents were covered outside of classrooms making use of the platform and in the classrooms just we covered or with the students just covered as I said the most essential aspects... aspects to develop the language functions competences in the students.

10. Which are the strategies do you implement in your classroom with the aim to foster students' learning?

I would say that I try to make my students to come aware or the process which is for them to develop the commitment of level of strategies in these cases why? Because if they not are aware of our learning process how does they know? they need to do so I try to have any reflect to become aware what they need to know and what should do to improve.

I would say that many students do it I could find this out because they were coming for advisories some of them coming to advisories. Many of them asked questions for the platform making use of the platforms another strategy that help me a lot, this semester to reach those students and I would say that encourage to them to become aware of the classes

11. At the end of the class, which methods do you use to verify if students have doubts related to the topic studied?

During the whole process and each class, you can find doubts. We have reached... if the students have reached the objectives that specific class, so what I usually did this for the next class I bring examples of the languages they no did well for the written and oral production and I try to make them all of them become aware of this.

There had been specific case where I talk to individual students because they represented a specific habit regarding to the language, so I think to be regarded and personally in my opinion and that's the way I provide feedback that students really need to focus provides the feedback.