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

"The Effects of Student Overpopulation on the Academic Performance of the Intensive Advanced English I Students, Group 02 of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus, Semester II-2018"

PRESENTED BY:

Calderón Aguillón Oscar Antonio   CA12084

Domínguez Tolosa Ángel Adonay   DT13003

López López Walter Humberto   LL12020

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ADVISOR:

MSDi. Ricardo Cabrera Martínez

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AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

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MAURICIO SALVADOR CONTRERAS CARCAMO
COORDINATOR OF THE GRADUATION PROCESS

RICARDO CABRERA MARTINEZ
RESEARCH ADVISOR

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INTRODUCTION

The Foreign Language Department of the University of El Salvador Central Campus hosts more than 1,700 students in its 22 classrooms. They are almost equally distributed between its two majors, English Teaching and Modern Languages, which are the second and third majors with more student population in the School of Arts and Sciences. This research project has been entirely focused on identifying the effects that student overpopulation has on the academic performance of the Intensive Advanced English I students, group 02 of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus during the second semester of the year 2018.

The present work specifies the elements of the investigation to be carried out. The research topic is delimited in terms of scope, time and space. The objectives and purpose of the research are also defined. In addition, a synopsis of the project in general terms is also provided. The methodology used throughout the development of the investigation is also explained in detail. A chart with activities and dates of the research project is also presented.

The investigation is developed based on an inductive approach, making use of a descriptive research. To achieve satisfactory results and reliable information, this project has obtained all data from the academic administration in the Schools of Arts and Sciences, administrative employees, professors and students of the Foreign Language Department. The data obtained from this project has been collected through a survey research technique that is the main technique used to achieve the expected results and objectives; besides other techniques that were needed. All the results and findings have been analyzed and validated to provide meaningful conclusions to raise awareness in the Administrative Authorities of the Foreign Language Department and the School of Arts and Science about the negative effects that student overpopulation has not only on the academic performance and learning of the Intensive Advanced English I students, group 02, but also on the academic performance and learning of all those students who are in overpopulated group of classes in the English Teaching Major. In addition, this research work will help those teachers who works on the skill development areas of English when deciding what type of teaching

methodologies to use based on the student population they have in classrooms in order to have an outstanding performance and effective learning on the part of students.

I. STATEMENT OF THE RESEARCH

1.1 DELIMITATION

1.1.1 SCOPE OF THE STUDY

The development of this work will allow the research team to:

- Identify the main effects that overpopulation has on the academic performance of the Intensive Advanced English I students, group 02 of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus, semester II-2018.

- Investigate the different ways in which overpopulation affects the academic performance of the Intensive Advanced English I students, group 02.

- Indicate if student overpopulation of the Intensive Advanced English I students, group 02, in any way conditions the teacher at the moment she decides which teaching techniques to use in the classroom.

- Analyze the different teaching techniques used by the teacher in the classroom to verify if these are in any way related to the learning and academic performance of the Intensive Advanced English I students, group 02.

- Help teachers who works on the skill development areas of English in the choosing of effective teaching methodologies based on the student population they have in classrooms in order to have an outstanding performance and meaningful learning from students.

1.1.2 TEMPORAL DELIMITATION

This study was carried out during the second semester of the academic year 2018 in the classroom in which the subject of Intensive Advanced English I, group 02 was taught in the schedule of 6:00 am. To 8:00 am, the days Monday, Tuesday, Wednesday and Friday.

1.1.2 SPATIAL DELIMITATION

This study and all data collection took place at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, Central Campus.

1.2 STATEMENT OF THE PROBLEM

Student overpopulation presents difficulties for students and teachers at the Foreign Language Department since this is a department in the School of Arts and Sciences that offers two of the most demanded majors by students within the University of El Salvador, Central Campus as are the English Teaching Major and the Modern Language Major with Specialty in French and English. Although there have been different policies put in place and actions have been taken to alleviate the problem of student overpopulation, this phenomenon continues still affecting the teaching process of the teacher and the academic performance of the students.

The Foreign Language Department hosts more than 1,700 students in its 22 classrooms; an amount that results insufficient to allocate proportionate student groups. The short number of available teachers also represents a challenge to cover the student demand. The problem of student overpopulation is more complex than it seems as it not only presents a challenge to teachers when teaching in such conditions, but it also brings negative effects on the academic performance and learning of students.

According to Lannoy and Hall (2010), the learner to teacher ratio relates directly to the quality of schooling. These problems impact enormously on teachers as the quality of teaching and learning diminishes in a classroom that has student overpopulation. It is very easy for a teacher to become frustrated when experiencing problems that prevent them from achieving educational outcomes. In any classroom, there is diversity and learners have different needs. Learners learn at different levels and some learners may require individual attention due to different factors. In overpopulated classrooms; however, it results complicated for teachers to offer individual attention to students as well as the use of a variety of teaching techniques aimed to maximize students' performance and learning.

Previous studies have been addressed towards the problems associated with student overpopulation. This work focuses on the research of the effects that student overpopulation had on the academic performance of the Intensive Advanced I students, group 02 of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus during the second semester of the year 2018.

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

-       Identify the effects that overpopulation has on the academic performance of the Intensive Advanced English I students, group 02 of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus, semester II-2018.

1.3.2 SPECIFIC OBJECTIVES

-       Investigate the different ways in which overpopulation affects the academic performance of the Intensive Advanced English I students, group 02 of the English Teaching

Major at the Foreign Language Department of the University of El Salvador, Central Campus, semester II-2018.

- Indicate if student overpopulation of the Intensive Advanced English I, group 02 semester II-2018, in any way conditions the teacher at the moment she decides which teaching techniques to use in the classroom.

- Analyze the different teaching techniques used by the teacher in the classroom to verify if these are in any way related to the learning and academic performance of the Intensive Advanced English I students, group 02, semester II-2018.

1.4 RATIONALE

Salvadoran population is a society in which there are more and more people who want to start a university major in an institution that provides them with a superior quality education, at a low cost, and which also offers them the necessary conditions during their learning process. Currently, the University of El Salvador (UES) is the only superior institution recognized as part of the state and included in the national budget of the government. The UES, with its four campuses in the main regions of the country, is the most populated state university in El Salvador. However, the balance in student population in some of the faculties are more inclined to some departments than others.

The Foreign language Department of the University of El Salvador, central campus, is one of the departments that every year is affected by a high number of students who are distributed in the different groups of classes of the English Teaching Major. The present study will allow researchers to know about the main effects that overpopulation has on the students' academic performance of the Intensive Advanced English I course group 02, which is the group of class with the highest rate of students registered to take this subject during the Second Semester of the year 2018. Additionally, this study will provide important information to determine if there is any influence of the student overpopulation on the teacher

when deciding the sort of teaching techniques to be used in the classroom and if this choice is related to the academic performance from the Intensive Advanced English I students, group 02.

The present study is carried out in order to provide information that may be useful for teachers at the FLD, administrative personnel, as well as for the students interested in being informed in detail about this phenomenon of overpopulation which is assumed to affect the student's academic performance and learning.

The information obtained from this study may be used for future researchers or competent authorities to have a more clear idea about the impact that this problem of student overpopulation has on the academic performance and learning of those students who have been located in groups of classes that are overpopulated. As a result, it is likely that a better distribution of students in the different groups of classes may be possible. Finally, this study will open the possibility to provide necessary information for the search of different solutions to this problem of overpopulation either at the Foreign Language Department or any other department at the University of El Salvador facing the same problem.

In conclusion, this study will benefit the community involved in the teaching-learning process with information that will provide a greater understanding of the effects that student overpopulation has on the academic performance and learning of students; this information may also serve as a starting point for possible solutions aiming at minimizing the problem.

II.THEORETICAL FRAMEWORK

2.1. LITERATURE REVIEW

The classroom is the most important area at school. The students spend most of their time, hopefully in an environment conductive to learning. The entire design of classroom reflects the priorities, goals, philosophy, personality and teaching style of the student. Student learning behavior can be enhanced when teachers take time to create a classroom climate in which adolescents feel comfortable with their teachers and peers (Khan & Iqbal, 2012).

Student overpopulation has increased in recent years at very high levels in the majority of universities not only in our country but also in others around the world, in which many researchers have developed studies about the possible negative effects it has on students´ academic performance and learning. The effects of students overpopulation has been researched in various fields and the results show mixed effects of class size on students' performance.

McKeachie (1990) has summarized the theory of the effects of class size on learning, focusing on how instructors and students behave differently in large and small classes. It is noted that discussion time becomes fragmented among students in large classes and instructors may rely on passive lecturing, assign less written homework or fewer problem sets, and may find it difficult to know each student personally and tailor pedagogy to individual students needs in large class.

Shah and Inamullah (2012) found in their studies that overcrowded classrooms have a direct impact on teaching and learning. Overcrowded classrooms have not only affected learner performance but also put immense stress on teachers.

Teachers around the world face many obstacles when attempting to teach in an overcrowded classroom which include instructional, management, assessment and discipline problems (Benbow, Mizrachi, Oliver & Moshiro, 2007).

Students' academic performance is a matter of concern in any educational setting. Educational psychologists opined that conductive environment is vital to learning, therefore the size of classes and the population must be thoroughly considered. Overpopulation is a serious problem in classroom situation; it leads to congestion of classroom and this adversely affects students´ performance and learning.

As stated in the effects of overpopulation on the Academic Performance of Students: a case study at Useful Secondary School in Benin City, Nigeria 2004. "Overpopulated classrooms present a problem not just to teachers, but also to students. Teachers face problems controlling a dozen students at times because of unruly behavior and lots of talking. Overpopulation in classroom reduces teaching effectiveness, it will put more burden on the teacher, due to the fact that the teacher cannot devote much time on a particular student. When the teachers are able to devote more time to each student, they can figure out the best way to solve each student' problem in order to make then understand the lesson better, thus teaching is more effective".

As it can be seen, the effects of student overpopulation has a negative impact on the academic performance of students and also on the professors' effectiveness at the moment of teaching. For that reason, it is necessary to optimize the learning places and the class size.

Focusing on the effects of this very serious problem prevailing in many countries around the world, one thing is very clear that teaching in such an environment, where the number of students is exceeding the acceptable limit, effective teaching is not possible (Khan & Iqbal, 2012).

THE PROBLEM OF STUDENT OVERPOPULATION AT THE FOREIGN LANGUAGE DEPARTMENT IN THE UNIVERSITY OF EL SALVADOR (CENTRAL CAMPUS).

El Salvador is a small country in terms of territorial extension, but it has a large number of people. Of course, when a country has a high number of people, the access to a fundamental social service to which everyone has the right, such as education, is complicated. Every day younger students are looking for access to a higher education that allows them to acquire the necessary knowledge to achieve a full social life.

Being El Salvador one of the most overpopulated countries in Latin America and the world, it is very common to observe schools and universities of the public sector that have problems of student overpopulation in their classrooms. The University of El Salvador presents a high rate of student overpopulation in the English Teaching Major, which is one of the most demanded careers at the Foreign Language Department.

The high number of students enrolled in the English Teaching Major, has generated a problem of student overpopulation in classrooms. This situation has greatly affected the students, teachers and other people involved in the general activities at the Foreign Languages Department of the University of El Salvador, Central Campus.

There is a large amount of information at the international level on the problem of student overpopulation and its effects and this is the reason why many universities and institutions in other countries have taken immediate action to solve this situation. In contrast, the problem has not been seriously faced in our country where there is not a real interest in solving it; this is evidenced by the scarce information that can be found in the studies carried out about this problem.

Since student overpopulation is a problem about which very little has been written at the University of El Salvador and the country in general, this research is intended to provide information that will help to a better understanding of the effects of student

overpopulation on the academic performance of the Intensive Advanced English I students, group 02.

Indeed, there is a need to carry out a research that helps to better understand the effects of this problem in the academic performance of the students. Therefore, for the investigation of such effects, a revision of the national or international literature on such problem is necessary.

DEFINING THE TERM OF STUDENT OVERPOPULATION.

The term of *student overpopulation* is probably not a very popular term in the field of education to refer to large classes as it is commonly used at the Foreign Language Department in the University of El Salvador, Central Campus. In the international field for example, educational systems of many countries handle this phenomenon of student agglomeration in classroom by the term *overcrowded classrooms.*

A classroom is said to be overcrowded in which the number of students exceeds the optimum level such that it causes hindrance in the teaching-learning process. Researchers argue that there is no exact definition of a large class. It differs from country to country and from one situation of teaching to another.

Different institutions and situations give different definitions to overcrowded classrooms. In order to understand the impact of overcrowded classrooms it is important to explore how this term is understood around the world.

Some of the most common definitions used internationally for the term overcrowded classroom are presented below, some of these definitions are given by experts and different associations linked to education.

OVERCROWDED CLASSROOMS

Hayes (1997) states that there can be no quantitative definition of what constitutes an "overcrowded" class, as perceptions of this will vary from context to context.

Ur (1996) sees that: Large is, of course, a relation term, and what a large class is, will vary from place to place...a group of twenty may be considered large.

Buchanan and Rogers (1990) define large classes as those with 80 or more students.

Meanwhile Enerson (1997) regards 100 or more students as an overcrowded classroom.

According to Matus (1999) overcrowded classrooms are often made up of large numbers of socially and economically diverse students.

The ADFL (Association of Departments of Foreign Languages) in the United States of America, in its guidelines and policies states that the largest number of students for a class in which a foreign language is taught, and in which the four macro skills are equitably focused must not exceed 20; and they argue that the optimal number of students per class is 15. They mention particularly the basic and intermediate levels, where the number of students in the classroom should be small enough to allow, rather than inhibit, the type of effective interaction between teacher and student. This interaction, indicates the ADFL, is necessary to develop the proficiency in the language under study.

The Department of Basic Education in South Africa (2014) states that when the learner teacher ratio is exceeded this results in overcrowded classrooms.

The National Centre for Education Statistics (NCES, 2000) a primary federal entity for collecting and analyzing data related to education in the U.S. and other nations defines an overcrowded classroom as one where the number of learners is larger than the number that

the 12 classroom is designed to accommodate. According to the New York Independent Budget Office (2010) overcrowded classrooms are ones that exceed their enrolment capacity by 2.5%.

A study done in England by a team of the Lancaster-Leeds Language Learning in Large Classes Research Project (Project Report N° 4) of Coleman et al., indicates that an average perception of the large class may be around 50 students (p. 302).

While much has been written about overcrowded classroom, there is no universal definition or explanation for such a concept. In reviewing literature, it has been found that the terms *large class, class size* and overcrowded classroom are used interchangeably and is basically the same concept.

While most of the theory presented in this research uses the terms overcrowded classroom and class size to refer to the phenomenon of student crowding in classrooms, it can also be noted that researchers in this work have used the term *student overpopulation* to refer to the same phenomenon; so, to have a better understanding of what the term of student overpopulation refers to, a brief description about the problem of student overpopulation at the Foreign Language Department is presented below.

THE BEGINNINGS OF THE STUDENT OVERPOPULATION AT THE FOREIGN LANGUAGE DEPARTMENT.

According to a study done by Ramos & Rodriguez (2009), the Foreign Languages Department functioned as a Foreign Language Academy in its inception in 1956, where the languages taught were English and French. Currently, the department offers the undergraduate programs of "English Teaching Major" and the "Modern Language Major with specialty in English and French" as well as the postgraduate programs in Translation and in Didactics of the English Language sponsored by the Postgraduate School.

The groups of students enrolled in the teaching and learning process of English were reduced in number because the demand for the existing careers at that time was not very high. Additionally, the methodology applied in each course in which English was taught was based on a more personalized teaching because the small number of students facilitated their learning process. Teachers and learners managed to effectively develop the four macro skills which are vital in the learning of the English language.

The increasing number of students applying for the English Teaching Major, and the Modern Languages Major started to increase in the year 2000; Due to this situation, the Foreign Language Department implemented new strategies in order to accomplish the new need for more human resources, which were not enough to serve all students.

As a solution to the problem of student overpopulation, the authorities in the School of Sciences and Humanities decided to hire more teachers to fulfil the necessities at the Foreign Languages Department; however, in spite of the increasing number of students, the Academic Administration continued ignoring the limit of students who could be enrolled in each major. This situation often occurred as a result of protests and pressure by those students who had not obtained the required score to be admitted into the University of El Salvador. Most of those students were supported by the different student associations at the university, disrespecting the results of the admission test that the UES administers to those who wish to study at superior level.

Drawing from the above national and international definitions, it is evident that student overpopulation presents challenges for teachers and it is a situation that certainly affects students´ academic performance and learning. This is a national and international problem that leads to limited opportunities for teaching and learning within the classroom.

THE PROBLEM OF STUDENT OVERPOPULATION AND ITS EFECTS ON THE STUDENTS' ACADEMIC PERFORMANCE ACCORDING TO DIFFERENT RESEARCHES CARRIED OUT IN OTHER COUNTRIES.

The problem of student overpopulation is not an isolated phenomenon that is only happening at the University of El Salvador specifically in the English Teaching Major inside the Foreign Language Department. The problem of student overpopulation is certainly a situation that affects many schools and universities in many other countries around the world.

According to researchers, the effects of student overpopulation on the academic performance of students as well as the effects on the teaching methodology of teachers, may vary depending on certain variables such as demographic and economic conditions of countries, conditions of the classrooms, characteristics of teachers and student themselves. In order to have a general idea about the effects of student overpopulation, it is necessary to know the effects that this phenomenon has on the academic performance of students and the teaching methodology of teachers according to the different studies done in other countries and how the effects may differ according to the variables previously established.

One significant research carried out about the effects of overpopulation on students was titled "We can't believe what we see": Overcrowded classrooms through the eyes of student teachers which was conducted by Petro Marais in the year 2016. Marais is an academic in the Department of Early Childhood Education and Development School of Teacher Education at the University of South Africa.

In her research Marais used 122 fourth-year Bachelor of Education degree students who taught at schools where the number of pupils ranged from 50 to 80 in classroom. Student teachers went to the schools for doing their practice teaching, as it is required by training institutions.

In her research, Petro Marais organized their most important findings into two themes, namely: **(1) influence of overcrowded classrooms on managing discipline;** and **(2) influence of overcrowded classrooms on academic achievement.** Three sub-themes

were identified under the second theme, namely **'no individual learner support'** and **'no proper assessment'**, **'learners' lack of motivation'** and **'no variety of teaching strategies'**

1- Influence of Overcrowded Classrooms on Managing Discipline

The first finding that arose from the research carried out by Petro Marais has to do with students´ discipline problems.

All 112 student teachers that were part of Petro Marais´s research confirmed that, overcrowded classrooms had a negative influence on managing discipline with students.

All the participants experienced classrooms where large numbers of learners were cramped together in one classroom. Student teachers reported having experienced the following problems:

- They had to spend time to get the students to settle down and to address misconduct between learners.

- Teaching time was wasted on attempts to discipline the students.

- They could not complete the lessons in the time allowed, because there were too many interruptions on the part of students.

- Students who wanted to ask questions were ridiculed.

- Undisciplined students tended to distract other students who wanted to work.
From the findings it is clear that overcrowded classrooms tended to be chaotic and unmanageable. Misconduct reduced the efficiency of lesson delivery.

2- The Influence of Overcrowded Classrooms on Academic Achievement

In this regard, no participant reported a positive experience, but three subthemes were identified which are the following:

a) No individual learner support and no proper assessment

A common remark from student teacher in Petro Marais´s research was that they could not support individual learners, due to the large number of learners in one classroom. Other important aspects that were observed in the classroom by student teachers related to the learners are the following:

- There was not enough time for proper feedback to learners in general, and individual support was out of the question.

- It was impossible to get to the back of the classroom to observe and assess activities done in the class and to do shoulder-marking".

- Not all the learners were on the same developmental level, and therefore, that it was difficult for her to observe and identify individual learners who needed extra support in order to master the learning content.

- In overcrowded classrooms, learners ignored homework, because they knew the teacher did not have time to check. This resulted in poor academic achievement.

- Even gifted children need individual support, which is not possible in overcrowded classrooms.

- Even gifted learners were affected by disruptive classroom conditions, to the extent that their academic achievement was reduced to a level that was sometimes below average. Learners who found it hard to keep up were even more disadvantaged under such conditions.

- Student teachers were unable to provide comprehensive feedback to learners due to the large numbers. This is a concern, especially with regard to those learners who need special attention.

- It was difficult for the student teachers to move around. This may result in late discovery of those learners who were left behind. Since there can be little effective monitoring and assessing of individual learning, learners tend to become passive and lazy.

b) **Learners' lack of motivation**

According to Petro Marais´s research the lack of motivation in students is a common factor identified in overpopulated classroom, some of the problems that students had in this regard and which were observed by students' teachers in the classroom are the following:

- Students in an overcrowded classroom do not participate in learning activities due to lack of motivation.

- Learners feel tired and not motivated to participate as it is very hot and noisy in overcrowded classrooms". Learners are not motivated to study, and this sometimes, rely on cheating because students know that they cannot be control by teachers".

- Disruptive behavior and lack of resources in the classroom are reasons of learners' lack of motivation and inability to focus on learning activities.

- In overcrowded classroom learners are unmotivated in the class, because they do not have chairs to sit on and many learners have to share one desk.

The above findings in Petro Marais´s research reveals the lack of learner motivation is a critical concern in overcrowded classrooms. Lack of learner motivation can by its very nature be regarded as a significant causative factor in the lower pass rates and dropping academic standards found in overcrowded schools.

The findings also show that student teachers could not determine whether all learners were participating and coping with the learning content. Overcrowding left little room for opportunities to motivate learners to achieve their individual level of excellence.

c) No variety of teaching strategies

Petro Marais´s research makes it clear that teaching in overcrowded classrooms does not allow for a variety of teaching strategies.

- The activities planned for overcrowded classroom teaching do not encourage active participation. As a result, learners' thinking is not provoked effectively and they cannot apply knowledge."

- Variety of methods and teaching styles are difficult to be used in an overcrowded classroom because the teacher seems to be talking to the walls since students do not pay attention.

- According to student teachers in Petro Marais´s research the use question-and-answer method is difficult to be used in overcrowded classrooms because the learners do not even bother to answer.

- In overcrowded classrooms students complain about the time and space to accommodate different learning strategies and different learning styles.

- Possibly Petro Marais´s research is an investigation in which the problem of student overpopulation is approached from a different perspective than the one the researchers intend to achieve in the present work, since that research focuses on the problems that teachers in South Africa have to deal with in overpopulated classrooms and not precisely on the effects that are observed on students´ academic performance as a consequence of student overpopulation, however, its importance is that the effects of overpopulation of

students described by Petro Marais, are effects which are shared among teachers and students in overcrowded classrooms, and they are applicable for both parties.

THE DILEMMA OF CLASS SIZE REDUCTION

There is a great dilemma in the educational systems of many countries around the world, which has to do with class size reduction and its effectiveness in improving the students´ academic performance.

In the US for example millions of people demanded a reform in school when the results from an international study showed U.S. students trailing the world in twelfth grade math and science. However, that demanded was no a new idea since a long time ago teachers' unions had fought for smaller classes.

These teachers´ unions argued that smaller classes were preferable to larger ones because teachers could give students more individual attention. However, the opponents of a new reform among them politicians from the different political parties in the United States argued that all things were seldom equal, and other factors, such as the quality of the teacher, have a much more decisive impact on student achievement.

The opponents also argued that, the huge expense of class size reduction may impede the ability of schools to make other important investments in quality.

Supporters of broad class size reductions generally pointed to a few studies or a few experiences that suggested an improved performance with smaller classes. When the option of carrying out a reform in schools was discussed there were U.S. classrooms overcrowded. But not every school considered reducing class size as the highest priority. Some schools preferred to invest in smaller classes, but others opted for reading tutors, afterschool programs, computers, higher salaries for teachers or more professional development.

CURRENT SITUATION OF THE STUDENT OVERPOPULATION AT THE FOREIGN LANGUAGE DEPARTMENT

In the case of the University of El Salvador, the authorities in charge of regulating the admission of students who every year take the admission test in order to be accepted as part of the English Teaching Major at the Foreign Language Department is the Board of Directors of the School of Arts and Sciences.

The members of the Board of Directors have been approving the admission of a large number of students for which the number of teachers and the classrooms availability has been insufficient to cover the student demand. Despite the problems of student overpopulation in the major, the board members continue admitting a disproportionate number of students without taking into account the problem of overpopulation that already exists at the FLD.

According to data provided in the annual operational plan in the School of Sciences and Arts, the total number of teachers that the Foreign Languages Department had during 2018 was 40 of which 35 had a permanent contract and 5 had been hired eventually; these teachers attended a total population of 1680 students who coursed subjects during the Semester II of the same year, which were distributed as follows:

- English Teaching Major: 688
- Modern Languages with Specialty in French and English: 835
- English Teaching Major (Online Modality): 157

According to the data presented, it can be noticed that the number of teachers that the Foreign Language Department has turned insufficient to attend the high number of students who each semester are enrolled to course subjects in the different majors, a situation that year by year causes that some groups of classes have student overpopulation and that the academic performance and learning of these students become affected.

Currently there is an increasing demand at the Foreign Language Department on the part of students and teachers for an improvement and expansion of the facilities of the infrastructure. Moreover, there is an overwhelming necessity to hire more full-time teachers in order to obtain better results in the teaching quality, reduce the number of students in a single class, offer students classrooms with more space, personalize instruction and enhance the variety of teaching techniques in the classroom.

INFLUENCE OF CLASS SIZE ON STUDENTS´ACADEMIC PERFORMANCE AND LEARNING

Although there are endless proofs which show that class size reduction leads to better academic performance and learning on the part of students, there is also evidence that an improvement in students' academic performance and learning is not exactly related to the reduction on class sizes but rather it is related to the quality of teachers and a better disposition of learning on the part of students.

The endless of theories and proofs for and against the reduction of class size makes that the educational authorities in different countries, including our country, raise the question if the reduction of class size really affects students' academic performance and learning.

In the United States for example, historical evidences show that the educational system of that country has already had significantly reduced class sizes over the past 40 years and student performance has remained stagnant, at best. The overall pupil-teacher ratio fell by 35 percent from 1950 to 1995 (from about 27:1 to 17:1) with much of this decline to reduce class sizes.1 Aggregate student performance has shown no improvement over this period. Similarly, these changes have done nothing to boost our standing on international achievement tests.

As a respond to those proofs, Federal policies have been aimed to improve teacher quality, not quantity. The federal authorities in the USA argue that Rather than reducing class size, a better use of federal money would be to encourage states to boost teacher quality by developing meaningful teacher tests and alternative certification programs.

CLASS SIZE REDUCTION AND THE PROJECT STAR

One of the most important educational investigation carried out around the world that explains the effects of smaller class sizes on students´ performance is the project STAR (Student-Teacher Achievement Ratio)

The first phase of this project, begun in 1985, wishing to obtain data on the effectiveness of reduced class size, in which, the Tennessee legislature authorized this four-year study in which results obtained in kindergarten, first, second, and third grade classrooms of 13 to 17 pupils were compared with those obtained in classrooms of 22 to 25 pupils and in classrooms of this larger size where the teacher was assisted by a paid aide. Both standardized and curriculum-based tests were used to assess and compare the performance of some 6,500 pupils in about 330 classrooms at approximately 80 schools in the areas of reading, mathematics, and basic study skills.

After four years, it was clear that smaller classes did produce substantial improvement in early learning and cognitive studies and that the effect of small class size on the achievement of minority children was initially about double that observed for majority children, but in later years, it was about the same.

The second phase of the project, called the Lasting Benefits Study, was begun in 1989 to determine whether these perceived benefits persisted. Observations made as a part of this phase confirmed that the children who were originally enrolled in smaller classes continued to perform better than their grade-mates (whose school experience had begun in larger classes) when they were returned to regular-sized classes in later grades.

Under the third phase, Project Challenge, the 17 economically poorest school districts were given small classes in kindergarten, first, second, and third grades. These districts improved their end-of-year standing in rank among the 139 districts from well below average to above average in reading and mathematics.

CRITICS TO THE PROJECT STAR

One of the main critics that have questioned the validity of the study on Project STAR, is Dr. Eric Hanushek arguing that the bulk of scientific research on small-class sizes shows no or statistically insignificant effects and that there must be another explanation, like flawed random assignment, that produced the result rather than small class size.

Although there have been several investigations carried out internationally and there is enough information and evidence about the negative effects that student overpopulation has on the students´ academic performance in overpopulated groups and the need to have a class size reduction among the different groups of classes that has to do with the teaching of the four basic skills of English in the English Teaching Major at the Foreign Language Department, authorities of the University of El Salvador do not take the necessary actions and they seem to ignore the severity of this problem and probably this is because like Dr. Eric Hanushek in the USA, they believe that the deficiencies in the academic performance of students are related to other factors which do not exactly have to do with student overpopulation in classrooms.

EFFECTS OF CLASS SIZE REDUCTION IN STUDENTS' ACADEMIC PERFORMANCE.

While positive effect of the reduction of class size is debated in many countries around the world and on whether or not it leads schools to the improvement of the students´ academic performance, the truth is that there is evidence that confirms the benefits of a class

size reduction and which are reflected in the improvement of students' academic performance and facilitation of the teaching process of teachers in the classrooms.

One of the most significant research that confirms the positive effects of a class size reduction on students´ academic performance and the teaching process of the teacher is a research carried out in California by Douglas, M., Cristi, C., & Gary, B. (1989) their research was titled "*How Changing Class Size Affects Classrooms and Students*".

The research was basically a report addressed to the design of a class size reduction policy in California in which the expansive research literature was examined about the influence of class size reduction on students and classrooms in public schools. Among the most important findings that arose in this research related to the benefits of class size reduction in students´ academic performance are the following:

1.   Reducing class size has a substantial and cumulative effect on student learning.

2.   Development of a theoretical framework for explaining how class size affects learning has been slow. It is possible to demonstrate, however, that the curvilinear relationship between class size and achievement is caused by the fact that teachers represent a Fixed Instructional Resource and that their time and attention are divided across the total number of students in the classroom. As a result, achievement losses mount rapidly Class Size for larger classes and become successively smaller for each new student added to the class.

3.   A number of important studies have demonstrated that achievement effects are mediated by changes in the way teachers handle their classroom responsibilities. Smaller classes learn more because teachers with fewer students can use classroom space and student grouping strategies more effectively. They are also able to reduce noise levels, maintain discipline, and improve the quality of time and attention given to each student.

4.   While class size has a significant and reliable impact on learning, the costs of class size reduction are enormous. It is impossible to imagine public support for the level of funding

needed to substantially reduce class size through simple expansion of school facilities and staff.

5.   In addition to redeploying existing staff, some of the benefits of class size reduction can be gained through creative redistribution of students and through the incorporation into routine classroom practice of instructional techniques typically utilized in smaller groups of classes.
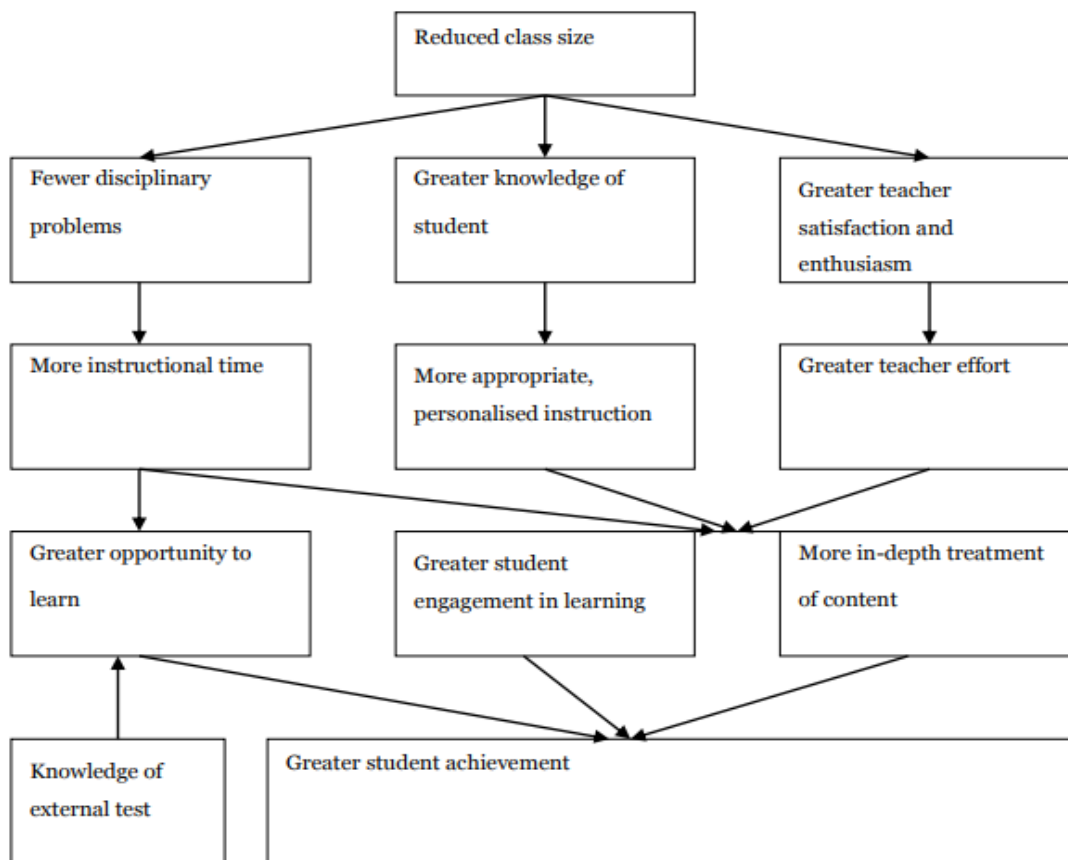
Another important research that explains the effects of class size reduction in students´ academic performance was carried out by Anderson, L.W. (2000). His research was titled *Why should reduced class size lead to increased student achievement?* And the most important thing about this research is a causal model that explains the effects or reduced class size on student achievement. The causal model proposed by Anderson is showed and explain below.

Figure 1. An explanation of the impact of class size on student achievement (Anderson, 2000).

Anderson's model predicts that a reduced class size will have direct positive effects on the following three variables: **1)** Disciplinary problems, **2)** Knowledge of student, and **3)** Teacher satisfaction and enthusiasm.

Each of these variables, in turn, begins a separate path. Fewer disciplinary problems are expected to lead to more instructional time, which in combination with teacher knowledge of the external test, produces greater opportunity to learn. In combination with more appropriate, personalized instruction and greater teacher effort, more instructional time potentially produces greater student engagement in learning as well as more in-depth treatment of content.

Greater knowledge of students is expected to provide more appropriate personalized instruction, and in combination with more instructional time and greater teacher effort, potentially produces greater student engagement in learning and more in-depth treatment of content.

Greater teacher satisfaction and enthusiasm are expected to result in greater teacher effort, which in combination with more instructional time and more appropriate, personalized instruction produces greater student engagement in learning and more in-depth treatment of content.

Finally, greater student achievement is the expected result of a combination of the three variables: Greater opportunity to learn, greater student engagement in learning, and more in-depth treatment of content.

HOW TO IMPROVE LEARNING IN OVERPOPULATED CLASSES?

With the great number of students enrolling each year in the English Teaching Major at the Foreign Language Department in the University of El Salvador and the limited

facilities, reducing class size in some teaching context seems to be impossible at least in a short term.

Many scholars around the world have proposed shifting from concentrating on class size to seeking more realistic and effective ways of coping with the situation and exploring the kind of teaching, either in large or small classes, that can produce a difference (Blatchford & Mortimore, 1994; Blatchford, 2003 and O'Sullivan, 2006). In order to reach this goal, some of the useful advices that have been mentioned in the literature for effective large class teaching which include class size reductions will be considered. It is believed that there is no one way to teach large classes. Therefore, it has been suggested by experts that for effective teaching and learning in large classes, teachers have to consider the followings: the course objectives; the characteristics of their students; and their teaching styles.

Some studies have emphasized that it is not the class size that affects the learning process yet it is the teacher's quality and methodology that greatly counts (Maged, 1997; Nakabugo, 2003 and O'Sullivan, 2006). Even though, teachers believe it is extremely important to decrease the number of students in classes, they confirm the significance of finding alternative teaching methodologies that are beneficial for elevating language learning in large classes.

One way that is considered to be significant is to set good rapport between teachers and students and among students themselves which will help to minimize the anxiety where all in the class will feel as part in the same learning context. In spite of the different constraints large classes have on the teaching and learning outcomes, many teachers attempt to improve their level of teaching by employing multiple techniques such as team teaching, group work, reduce the workload and utilize whole class discussion. Chen (2005); Yazedjian et al. (2007) and Herington & Weaven (2008) confirm that forming small group of students help to reduce the noise, save the time of performing a certain activity and allow teachers to concentrate on small numbers of groups instead on focusing on many individuals.

It is also a useful technique to bring the distractions to its lowest limit by involving every student in the learning process. In other words, engaging students in challenging

activities where individuals or groups compete with one another would bring positive effects of large number in classes. Moreover, creating interesting activities that make students effectively occupied at the same time will increase students' on-task behavior, minimize students' boredom and bring loafing to its lowest level and that of course will promote the language learning. On a study conducted by Adrian (2010) on college students, he finds that active learning involves "students in doing things and thinking about the things they are doing" (p. 2).

Another beneficial remedy to overcome any problem tends to occur in large classes is to allow students to play an active role in class and involve them in all decision making about the classroom life as controlling the noise level or handling any disciplinary actions by setting rules and punishment among groups or individuals. Renaud, Tannenbaum & Stantial (2007) believe that students are willing to abide by rules they set and not only that but they will make sure that these rules are effectively applied. In words, such action is expected to be useful in possible growth of some fruitful and compatible strategies in order to minimize the level of disturbance in class and maximize the level of learning.

Other scholars have also emphasized the importance of students' evaluation as a way of promoting the learning level (Blatchford et al., 2003; Al-Jarf, 2006 and Herington & Weaven, 2008). Shepard (2000) reiterates this idea by stressing that assessing and evaluating students is a significant tool to the teaching and learning process, that: To the right is an emergent, constructivist paradigm in which teachers' close assessment of students' understandings, feedback from peers, and student self- assessments would be a central part of the social processes that mediate the development of intellectual abilities, construction of knowledge, and formation of students' identities (p. 4).

As it has been already mentioned, reducing the number of students in the classrooms seems to be somewhat difficult to achieve due to the high demand of students which increases every year and the lack of facilities in the Foreign Languages Department; however, considering what is stated in the studies done by Maged, 1997; Nakabugo, 2003 and

O'Sullivan, 2006. Where it is emphasized that it is not the class size that affects the learning process yet it is the teacher's quality and methodology that greatly counts.

In a large class setting, how you teach is just as important, if not more so, than what you teach. You can prepare a wonderful lesson plan on an important topic, but it can easily be ruined if you present your lecture and its activities poorly; using a variety of teaching methods students in large classes will be more attentive and their potential for learning will be increased when they are exposed to a wide variety of teaching methods and learning experiences. Below are some teaching techniques that help students have better learning and in turn improve their academic performance, these techniques are part of a collection of teaching techniques presented in a UNESCO book which serves as a guide for many teachers around the world and its titled "Practical tips for teaching large classes".

TEACHING TECHNIQUES THAT CAN IMPROVE STUDENTS' ACADEMIC PERFORMANCE AND LEARNING IN OVERPOPULATED CLASSES.

Lectures.

Lecturing is perhaps the oldest and still most commonly used teaching method, and it is the one most often used for large classes. Lecturing has several strengths. These strengths include the following:

➢ Lectures can actively communicate interesting aspects of the subject being taught.

➢ Lectures can be used to organize material in a special way. They may be a faster, simpler method of presenting information to students. Lectures are particularly useful for students who read poorly or who are unable to organize print material.

> ➢ Lectures permit maximum teacher control. The lecture format allows the teacher to be in control of the pacing of the class and the accuracy and range of material presented. Lectures can convey large amounts of factual information in a limited time frame.

> ➢ Lectures can speak to many listeners at the same time.

> ➢ Lectures present a minimum threat to students, since they are not required to do anything, which they may prefer.

> ➢ Lectures emphasize learning by listening, an advantage for students who learn well this way.

Active Learning Strategies.

Active learning involves students doing an activity and thinking about what they are doing, rather than passively listening.

Numerous studies show the importance of active learning in improving student learning, increasing retention and application, as well as promoting continuous learning. In large classes, however, teachers often tend to limit their teaching methods to lecturing which, if done in a formal way, requires very little effort from the students who remain largely passive.

Lecturing is not a bad method of teaching, per se. However, since students learn in many different ways and their active participation improves their learning, a variety of strategies for teaching and active learning should be used. You can improve the effectiveness of a lecture by incorporating active learning activities within it, such as in-class exercises and group exercises.

In-Class Exercises.

In a small class, teachers might be able to persuade many of their students to participate in an activity, such as getting them asking and answering questions, discussing issues, laughing at a humorous, but relevant, anecdote, etc. But in a large class, teachers will probably have difficulty persuading most students to talk in front of 60 or more of their classmates; it feels too risky for them. A different approach is thus needed. A technique you can count on is the in-class exercise.

As teachers lecture about a topic or explain the solution to a problem, instead of just posing questions to the class as a whole and enduring the ensuing time- wasting silence, occasionally assign a task and give the students anywhere from 30 seconds to five minutes to come up with a response. Anything can be used as the basis for in-class exercises.

In a large class setting, these spontaneous in-class exercises get students acting and reflecting, the two main ways by which human beings learn. They will ensure that every student will listen to you, especially if you use them regularly, but sporadically, so students don't know when you will give them an exercise. They will also give you immediate feedback about whether or not your students understand what you are presenting, and, if done well, can substitute for "homework" and the need to grade many papers overnight.

Group Exercises.

A group exercise can be conducted as an in-class exercise or out-of-class assignment, and it is a very good way to manage the active learning of students in a large class. Students work together to discuss or solve problems, a process that is also called collaborative learning or cooperative learning. In a large class, students working in pairs or larger groups can help each other and learn from each other. They don't get bored listening to their teacher talk. Group exercises give students an opportunity to meet and work with one another, a good first step toward building a sense of community. Moreover, in the "real" world, working with others is an important skill. Increasing opportunities for students to work

together can help them develop this skill. In addition, small-group work encourages students who may be reluctant to participate in a large class setting to become active learners. Cooperative learning also helps to hold students' attention, a special concern for large classes, and to increase student thinking.

Other Active Learning Strategies.

There are many other active learning strategies that you can use in large classes. Not all of your students need to participate in all of these activities, especially those that require individual answers; in large classes, there might not be enough time. However, all of your students should be given the chance to participate in many of them. The challenge lies in selecting the type of activity to match the purpose or objective you have in mind for your lesson.

Round.

Each student has a 2– or 3–minute opportunity to express his or her point of view on a given topic, or passes, while others listen. For older students, the topic can be a controversial or thought-provoking issue, such as "Education is valuable for my daily life." For younger students, choose a simple topic, such as "What I like about School." This activity will elicit a range of viewpoints that you can consider in delivering your lessons, as well as building a sense of "safe participation" and confidence among your students.

Brainstorm.

Ask students to individually think about an issue or a problem and to list its possible causes, such as "Why is water becoming scarce?" or "How can we improve our school?" Assign individuals into groups, and ask them to share their ideas and compile a list of possibilities. Stress that people working together can create more than an individual alone.

Simulations and Games.

Ask students to role-play a situation; for instance, "What would happen if you were confronted by a bully? What would they do?" By creating situations that are momentarily real, your students can practice coping with stressful, unfamiliar, or complex situations. Also encourage games that place students in a new role, one that other students may be facing in order to encourage empathy. For example, blindfold students and ask them to identify their friends just by listening to their voices or touching their faces.

Concept Models.

This strategy works especially well for science or mathematics lessons. Give students handouts, or list on the chalkboard, a series of leading questions. Students work in small groups – or you can even lead a whole class discussion – to figure out how something works or build a conceptual model. They can make their own diagrams and record their own observations.

Problem Solving and Demonstrations.

Encourage students, individually or in groups, to explain how they arrived at a solution to a problem. You can also ask them to demonstrate how something works; for instance, how does a thermometer work or why do the tires of a bicycle move.

Peer Teaching or Learning Cells.

Randomly select students to read about a specific topic and then teach the essence of the material to an assigned partner or group or the entire class.

Poster Sessions.

Groups of three to five students each complete a poster display that conveys the group's work in (a) identifying and clarifying a problem or controversial issue, (b) locating

appropriate information and resources concerning their issue, and (c) reporting on the evidence they find. This method can also be used to demonstrate Concept Models, as described above. For young students, have them draw a poster on an important topic, such as "My Dream School" and, if they are able, ask them to write about it in one corner of the poster. This will help them to integrate and improve upon their artistic and writing skills.

Flipped classroom

Although it has evolved since its conception and a few variants now exist, flipping the classroom entails a teacher providing information that would traditionally be covered through an oral, in class lecture via video or digitally based media that students can access at home and re-visit if needed. This frees up class time that can instead be dedicated to hands on learning or direct engagement and interaction with students (Bull, Ferster and Kjellstrom, 2012). Essentially the goal was to utilize technology to maximize the efficiency and effectiveness of class time.

BENEFITS OF FLIPPED CLASSROOMS

One benefit is an increased efficiency of time usage. Since a flipped classroom typically involves watching video versions of course material online as homework, students can then come to class the next day ready to actively engage in the material (Martin, 2015). It also allows teachers to spend more time individually interacting with students, which creates more opportunities to check for understanding and clear up misconceptions (Bergmann & Sams, 2013).

Additionally, some schools have found that student performance appears to improve when utilizing flipped classroom techniques. One high school outside of Detroit which was struggling with high failure rates was able to cut their student failure rate by two-thirds after assigning video lectures as homework and completing assignments together in class (Rix 2012).

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Another strength of the flipping is that it allows students to re-visit material at their own pace by re-playing video lectures or reviewing content at a later date. In other words, flipping allows students to enjoy the benefits of self-paced learning or differentiation (Sams & Bergmann, 2013).

Teachers also have more time to give one-on-one support or challenge gifted students during class because less time is dedicated to delivering instruction (Hall & DuFrene, 2016).

Flipped classroom strategies are also conducive to improvements in communication. Since course content is shared online through videos on blogs or other virtual classroom spaces it is much easier for students to stay informed about what a teacher is covering in class and parents can also watch over student progress and take a more active role in their child's education.

Online sharing also facilitates the distribution of teaching resources and best practices with others in the educational community so that wisdom can be shared collectively (Christensen, Horn & Johnson, 2008).

It has also been cited that students become more empowered through the use of technology in and out of the classroom and are able to take a more active role in their own education. By teaching students to use technology as a tool for acquiring knowledge teachers can enable them to pursue learning independently. Looking into the future it is predicted that digital learning platforms will become sophisticated enough to meet the needs, interests and abilities of each individual student and will eventually lead to teachers playing a more supportive than directive role in education (Christensen, Horn & Johnson, 2008).

2.2 THEORETICAL FOUNDATIONS

Monks, J., & Schmidt, R. (2010, September) and his research work about The Impact of Class Size and Number of Students on Outcomes in Higher Education in the US demonstrated that the class size and the total number of students that a faculty member is responsible for teaching have a negative impact on the self-reported outcomes of amount learned, instructor rating, course rating, and expected course grade. Additionally, they also found that large class sizes and higher student loads are correlated with less critical and analytical thinking, less clarity in class presentations, and lower ratings on the instructor's ability to stimulate student interest.

Shirley, M. (2017) and her research work about The Effects of Overcrowding on Student Academic Performance in Kentucky High Schools, mentions that teachers have a big impact on student academic performance, notably, this means that if a teacher has a reduce number of students, he or she will have better test scores from those students because it have been observed and proved that having low student rates in classrooms facilitates teachers the development of the activities when teaching and they can also give to each of their students a more personalized instruction and attention during the class; of course this is difficult and almost impossible for teachers if they have groups of classes that exceed 21 students, something that can be observed on the low academic performance in overcrowded groups of classes.

Mendoza, L. (2013) and his work on student overpopulation and teacher performance within classrooms of some primary schools in Quetzaltenango, mentions that student overpopulation conditions the teacher's performance since teachers are not sufficiently trained in the use of strategies and cooperative work to help them manage overpopulated groups of students.

One of the most significant research work in relation to the effects of overpopulation on the students' academic performance in our country and precisely in the University of El Salvador, Central Campus is the one carried out by Ramos, A., & Rodriguez, F. (2009). In

this study they mention those factors that provoke a growth in the student population and the effects that this problematic causes in a particular way in the teaching methodology of the English language and the academic performance on students from the English Teaching Major, and the Modern Languages Major with specialty in French and English.

They found that among the most important effects because of student overpopulation are the problems in the teaching methodology and the learning process. In other words, teachers have difficulties in teaching whenever they attend overpopulated groups of students; in the same way, it is very difficult for students to have an optimal learning process in the classroom when this type of condition exists.

2.3 DEFINITION OF BASIC TERMS

The following are terms that will be used throughout the research project and presentation of results. These may have different connotations based on the context of the reading. However, we will mostly use them in accordance to the following meanings:

1- **Student Overpopulation:** The condition of being populated with excessively large numbers of students in an academic environment.

2- **Curriculum:** The subjects comprising a course of study in a school or college.

3- **Academic Semester:** A half-year term in a school or university, typically lasting for fifteen to eighteen weeks. All academic activities of a subject are developed through this period.

4- **Academic Activities:** These are activities concerning to the curriculum of an academic semester. These include classes, evaluations, tutoring, in-class or outside-class activities, delivery of grades among others.

5- **Administrative Activities:** These are activities carried out by administrative personnel of a school or university. These include classroom assignments, professor assignments, schedule designing, opening of quotas for student registration among others.

6- **Academic performance:** It is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative scores and completion of educational degrees such as High School and bachelor's degrees represent academic achievement.

7- **FLD:** Acronym for the Foreign Language Department of the University of El Salvador.

8- **Class size:** The classification of a class in accordance to the number of attendees.

9- **Academic Personnel:** Human resources of a school or university in charge of the developing the academic activities. These are professors, teachers, tutors, curriculum designers among others.

10- **Administrative Personnel:** Human resources of a school or university dedicated to developing the administrative activities. These are principals, head of the department, schedule designers, secretaries among others.

11- **Overcrowded:** containing too many people or things.

12- **Classroom**: A building or structure constructed for the purpose of organizing students for learning. It is referred to as the heart of any educational system.

13- **Congestion of classroom:** Congestion means overcrowding. In simple terms, there is too much in too little space or time. To avoid congestion one can either increase space or time or reduce whatever is taking space or time.

14- Teaching techniques: refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning.

15- Learning activities: refers to the teacher guided instructional tasks or assignments for students.

III. METHODOLOGY

3.1. RESEARCH APPROACH

This research adopts a combination of qualitative and quantitative approach. According to Cohen, Manion and Morrison (2011) qualitative methods involve collecting textual or verbal data (data which cannot be counted).

Qualitative researchers ¨try to analyze the data with all of their richness as closely as possible to the form in which they were recorded or transcribed¨ and every detail that might lend insight to a situation is acknowledged (Bogden & Biklen 1992). Finally, their findings are presented in the form of words and descriptions that are intended to accurately reflect the situation under study (Leedy 1997).

It is the aim of this research to gain insight into the effects that student overpopulation has on the academic performance of the Intensive Advanced English I students, group 02 of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus during the second semester of the year 2018 rather than to undertake a statistical analysis.

The research team chose this approach because it allowed to have a better understanding of the phenomenon. The use of a qualitative approach means that in the search for understanding, the research team collected data in the form of word or pictures rather than numbers. The data include interview transcripts, field notes, photographs, personal documents, memos and other relevant records.

The quantitative approach was used by the research team in the tabulation analysis. The tables and graphs presented belong to the data and the results obtained during the implementation of the survey

3.2. TYPE OF RESEARCH

To facilitate the research process, the research team used an inductive approach with the objective of discovering, building and enhancing the theoretical framework of academics rather than finding data to prove or disprove hypotheses that some other researchers may have held before about the topic.

The application of the inductive approach in the study of the effects that student overpopulation had on the academic performance of the Intensive Advanced English I students, group 02 of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus during the second semester of the year 2018 began with detailed observation about the problem which then led to the obtaining of more abstract ideas. As a result of field research and the collection of the different point of views from the parties affected by the student overpopulation phenomenon, the research team were able to identify a variety of common and individual effects which are described throughout this work. The analysis of the findings of the research led to the elaboration of recommendations addressed to teachers and authorities with the objective of minimizing the impact that student overpopulation has on the students' academic performance and teachers' teaching process of future generations.

3.3. RESEARCH DESIGN

This research was done in the form of a descriptive research, which means that it was focused on throwing and offering information that helped to understand the effects that student overpopulation had on the academic performance of the Intensive Advanced English I students, group 02, of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus during the second semester of the year 2018. By carrying out a descriptive research, the team pretend to describe the characteristics of the phenomenon under study and the effects this has on the academic performance and learning of this specific group of class.

3.4. POPULATION

The total population that the team considered for the development of the research included a total of 114 students of the English Teaching Major who were distributed in the 4 groups of classes that were opened to course the Intensive Advanced English I subject during the second semester of the year 2018.

3.5. SAMPLE.

To obtain the final sample, the Intensive Advanced English I, group 02 was identified as the group of class with the largest student population among a total of 4 groups of classes that were opened during the second semester of the year 2018 for those students who decided to course such a subject in the English Teaching Major at the Foreign Language Department. The total of students that were enrolled in this group was 36 students.

3.5.1. Sampling frame.

To get the sampling frame in this research, the team took a total of 4 groups of classes that had been opened during the second semester of the academic year 2018 at the Foreign Language Department for those students who were coursing the Intensive Advanced English I subject.

These groups of classes were identified as some of the groups with the largest student population on subjects that are focused on the skill development areas in the English Teaching Major. A characteristic they had in common was that there were many students in this major who failed this subject the first time they coursed it, so they were coursing the subject for a second time and some others for the third time. There were many other courses that probably had larger student population in comparison with the 4 selected groups; however, these subjects were focused on content and theories due to the nature of them and not precisely on the skill development areas of English.

By taking all the students enrolled in the 4 class groups to course the Intensive Advanced English I subject, we had a total of 114 students registered during the second semester of the year 2018 to course this subject, being these 114 students the sampling frame the research team targeted prior to the obtaining of the final sample.

3.5.2 Sample selection criteria

The sample was obtained using a Convenience Sampling Method. The research team decided to use this sampling method based on the nature of the study and the topic. It is therefore that the Intensive Advanced English I, group 02, was chosen as the final sample of the investigation since this was the group with the largest student population among a total of 4 groups available in the second semester of the year 2018. This group had a total of 36 students which was a representative part of a total population of 114 students legally registered and distributed in the 4 groups.

3.6. RESEARCH TECHNIQUES

In order to achieve the objectives set out in the development of this research and according to the nature of the problem, the research team considered the survey research, the interview and participant observation (checklist) as the most suitable research techniques to be used in the collection of data.

3.7. RESEARCH INSTRUMENTS

3.7.1. Questionnaire.

The research team provided to each of the 36 students registered in the Intensive Advanced English I subject, group 02 with an instrument that contained a total of 15

questions in order to collect reliable data with respect to the effects that overpopulation has on the students' academic performance.

3.7.2. Interview sheet.

This instrument consists of 16 specific questions that were asked to the teacher in charge of the Intensive Advanced English I, group 02 during the second semester of the year 2018. The purpose of using this instrument was to know the ways in which student overpopulation affected the teacher's performance during the development of the class and to know the perception that the teacher had about the effects that overpopulation had on the academic performance of her students as well as to know if student overpopulation in any way conditioned herself when deciding which teaching techniques to use in the classroom.

3.7.3. Checklist

This instrument was used by the research team in three different scenarios as were the development of a class, an oral presentation and the implementation of an exam. The use of this instrument was very important in the collection of data since it helped the research team to know the attitudes and behaviors that both students and teacher had during the development of the class and it also helped identifying the main difficulties that both, student and the teacher had as a consequence of the student overpopulation.

3.8. DATA COLLECTION

As the first point to collect the expected data, the research team decided to pilot a set of 15 simple questions with 18 students that represent the half of a sample with about 36 students of the Intensive Advanced English I students, group 02 in the semester II-2018. It is worth of mentioning that this series of question were open –ended questions which were

carried out with the purpose of getting relevant information related to the effects that student overpopulation may had on students' academic performance and learning; these pilot questions served as the basis for the design of the final questionnaire or survey.

Once the piloting test was carried out, the research team continued with the implementation of the survey which included only 15 closed-ended questions. Regarding to the nature of questions in the survey, these included yes/no questions and multiple choice questions. For these multiple choice questions students had to choose only one option to give an answer. The number of choices that students had when giving a response varied depending of each question. Finally the choices in each question were presented in alphabetical order and these went from the letter "a" to the letter "f".

In addition, the survey was implemented to all the Intensive Advanced English I students, group 2 (36 students), of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus during the second semester of the year 2018 and administered through the face-to-face modality.

As a second instrument, a checklist was designed. This instrument allowed the research team to gather information and to make judgments about students' behavior, the teacher's way of teaching and general aspects related to the classroom and the class size through a systematic observation process.

At this point, it is important to mention that the research team decided to implement a checklist in three different scenarios in order to get reliable information that leaded to obtain the expected results; the three scenarios in which the checklists were implemented are the following: during a normal class, the implementation of a written exam and finally during an oral presentation.

As a complement to the data gathering with the first two instruments, the research team decided to make use of the interview instrument. This instrument consisted of a questionnaire with a total of 16 questions that was then administered to the teacher in charge

of the group 02 of the Intensive Advanced English I course during the second semester of the year 2018. Something very important to highlight is the fact that the research team had to choose the type of interview that was going to be implemented to the teacher, being the semi-structured interview the one that best suited the needs of the investigation because this included open-ended questions.

The interview took place at the IF-4 classroom in the fourth week of November during the second semester of the year 2018 and implemented once the teacher had finished her class since she was not a permanent teacher and did not have an office assigned at the Foreign Language Department. It was necessary also the use of cell phones to record the teacher's responses which were then transcribed in texts for their analysis.

3.9. DATA ANALYSIS PLAN

The quantitative data collected through the survey administered to the Intensive Advanced English I students group 02 of the English Teaching Major was analyzed making use of circular graphs in each question. These graphs showed the tendency of the responses obtained from students also showing statistical data that leaded then the research team to draw accurate conclusions in each question.

In the case of the checklist as a source of qualitative data, this was analyzed throughout the description of the most important opinions and aspects about the effects that student overpopulation has on the academic performance of the Intensive Advanced English I students, group 02 of the English Teaching Major at the University of El Salvador, Central Campus semester II-2018 and since this was a checklist implemented in three different scenarios, the research team made an individual analysis for each checklist with the corresponding conclusions about the observations carried out during the implementation of these.

As another instrument to collect qualitative data, an interview was also used with the teacher in charge of the Intensive Advanced English I course, group 02 in the semester II-2018. The data collected was analyzed by making a description of the most important opinions and comments expressed by the teacher about the effects that student overpopulation has on her students' academic performance and how this phenomenon affects both her teaching process and their students' learning process.

IV. DATA ANALYSIS

4.1. CHECKLIST ANALYSIS

As highlighted by the research team, there were three checklists that were applied in three different scenarios not only to gather reliable information, but also to observe how students behaved in an overpopulated group during a normal class, the implementation of an exam and the development of oral presentations. In addition, the checklist served as an important instrument to check if students had a meaningful learning and to verify if the teacher's teaching process was effective.

There were several results obtained in the first checklist implemented during a normal class. The first one is related to the fact that the classroom did not offer enough space to students to develop different activities that could improve their learning. Furthermore, the classroom did not meet the conditions when students wanted to display visual aids or any other material around the classroom for short presentations. It was also observed that some students seemed to be uncomfortable because there was lack of enough space between the rows and the classroom did not offer students the adequate ventilation. In the case of the teacher, she could not use different seating arrangements with an overpopulated class. She also showed difficulties to monitor students and she had to use a high tone of voice to be heard in the classroom.

Concerning students' behavior observed in the class, several students had a disruptive behavior a situation that affected the concentration of the rest of students. There was a lack of active participation from students since not all of them were engaged in the class; in fact, some students were distracted during different states of the lesson.

With respect to the teacher's performance during the class, an absence in the use of alternative teaching techniques was noticeable. The teacher only used common teaching

techniques which relied mainly on the textbook and were not entirely effective since they had not been designed considering the size of the class.

Another important observation has to do with the use of instructional aids where an absence of technological resources on the part of teacher in the presentation of the class was also remarkable. A significant participation on the part of students was not possible during the class because some students showed lack of confidence and some others were distracted and in most of the cases were the same group of students having an active participation.

Among the most important observations made in the second checklist implemented during an exam were the following:

The teacher had difficulties to carry different sitting arrangements with students during the administration of the exam since the space available was not enough for the high number of students and an appropriate space between the rows to monitor students was not available. As a solution, the teacher had to divide the students into two groups accommodating some of the student outside the classroom. This decision brought some problems to the teacher because she could not monitor all the students increasing the chances of cheating. The teacher also had difficulties when giving instructions about the exam as some students were not sure about what they were going to do, and she had to explain the instructions again which delayed the beginning of the test. During the evaluation, it was clearly remarkable the lack of certainty and knowledge on the part of a large part of students.

The results obtained in the third checklist implemented during oral presentations were:

As the sitting arrangements in the classroom could not be modified due to the infrastructure of the room, the teacher was not able to personalize the workspace. This meant that students presenting were limited to the use of the regular arrangement in which the audience had to face the whiteboard and listen to the presenter in front. All visuals were located at the whiteboard and presenters standing to one side of it. Some presenters did not

use the appropriate tone of voice when delivering their speech, making it difficult to listen and understand the presentation. At certain stages of the first presentations, latecomers often interrupted their classmates and disrupted the audience.

Although the teacher made a great effort to maintain class discipline and presenters often interacted with the audience to keep their attention, some disruptive behaviors between certain students could be observed. Given the size of the class, it was difficult for the teacher to keep the audience focused in the presentation. She had to raise her tone of voice, sometimes interrupting the presenter, to request silence to other students.

Students listening to the presentation were frequently asked to provide their input on certain aspects, getting as a result short answers with the intention of avoiding participation. The reason of this was determined to be the lack of confidence when giving opinions in English due to the large amount of people at the classroom.

Presentation time was considerably appropriate. However, some groups took less time than others mostly due to the lack of preparation. As it was expected, the teacher provided students with technological resources like computer, audio system and projector; it was also observed that the teacher could not give feedback at the end of every presentation, however she made general comments and recommendations at the end of the oral presentations journey.

4.2. INTERVIEW CONCLUSIONS

The Intensive Advanced English I teacher, group 02 actually believes that student overpopulation affects her students and according to her experience some of the most common problems that their students face have to do with concentration problems, learning difficulties, less individualized instruction, problems to listen to the teacher, common misunderstanding, less opportunities to participate in class, lack of confidence of some students, and finally difficulties to read from the whiteboard.

The teacher indicated having problems to develop her class in an overpopulated group. Some of these problems were related to shortage of time to cope with all the stage of her lesson, inability to give feedback at the end of every class, difficulties to monitor students, lack of desks for students, isolated cases of discipline problems with students and finally difficulties to identify students' weaknesses.

The teacher also emphasized that student overpopulation affects her during the implementation of written exams; among the problems she has to face were: difficulties to monitor students, to check assignments and to grade exams, students' cheating practices, increasing investment of time in the design of exams, and finally problems to implement different seating arrangements.

The teacher also wanted to highlight the problems that overpopulation brought out to students during oral presentations. Some of the most important problems had to do with lack of space, difficulties to develop simultaneous presentations, problems to develop their oral presentation within the time established and problems to display their materials around the classroom.

The research team decided to ask the teacher if she had been physically affected by students' overpopulation; the answer to this question was affirmative and the teacher mentioned, getting aphonic, having sore throat and sometimes feeling stressed.

Regarding the teaching techniques used in the classroom, the teacher expressed that she chose the teaching techniques based on their students' learning needs and the class size; however, it was difficult for her to use a variety of teaching techniques that helped students in their learning process because some of these techniques required enough space in classrooms, took too much time, and they were difficult to be implemented in large classes, so the teacher expressed using traditional teaching techniques as they worked better with an overpopulated group of students.

The teacher manifested having some physical, discipline, instructional and evaluation problems with students. These were aspects she had to deal with in an overpopulated class which also decreased the effectiveness of her teaching process.

Finally, the teacher in charge of the Intensive Advanced English I course, Group 02 during the second semester of the year 2018 expressed that her teaching techniques had been sometimes conditioned by the size of the class, also expressing the idea that less students in the classroom might improve the academic performance and learning of their students.

4.3. SURVEY RESULTS

The following tables and graphs correspond to the information collected in the survey implemented to the Intensive Advanced English I students, group 02 of the English Teaching Major at the Foreign Language Department in the University of El Salvador, Central Campus, semester II-2018. The survey consisted of 15 questions is accompanied by the respective tables and graphs in order to observe the tendency in the students' responses about the effects that student overpopulation has on their academic performance and learning. In addition, accurate conclusions are also presented as the result of an appropriate interpretation and analysis of the students' responses in each question.

4.4 TABULATIONS ANALYSIS

1.   **Do you consider that being in an overpopulated class affects your English learning process and academic performance?**

Impact on students' learning process and academic performance

YES
NO

17%

83%
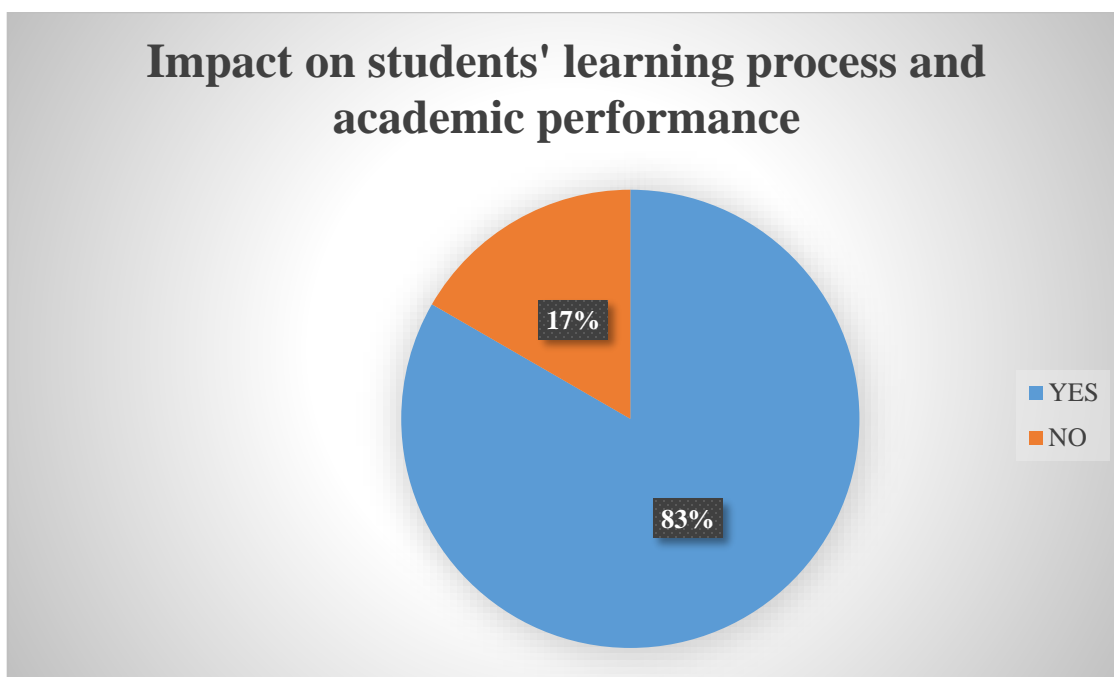
For this question the research team tried to determine if students´ learning process and academic performance was affected by the phenomenon of overpopulation or not.

For this closed question, an **83%** of the total population answered YES, which demonstrates that the problem of overpopulation certainly affects the English learning process and academic performance of students.

In the graph, it could also be observed that a **17%** of population manifested **NOT** to feel that the overpopulation in the classroom affected neither their learning process nor their academic performance.

2.   Do you consider that the class size affects your concentration when your teacher is explaining the class?

Impact of class size on students' concentration

11%

89%

YES
NO
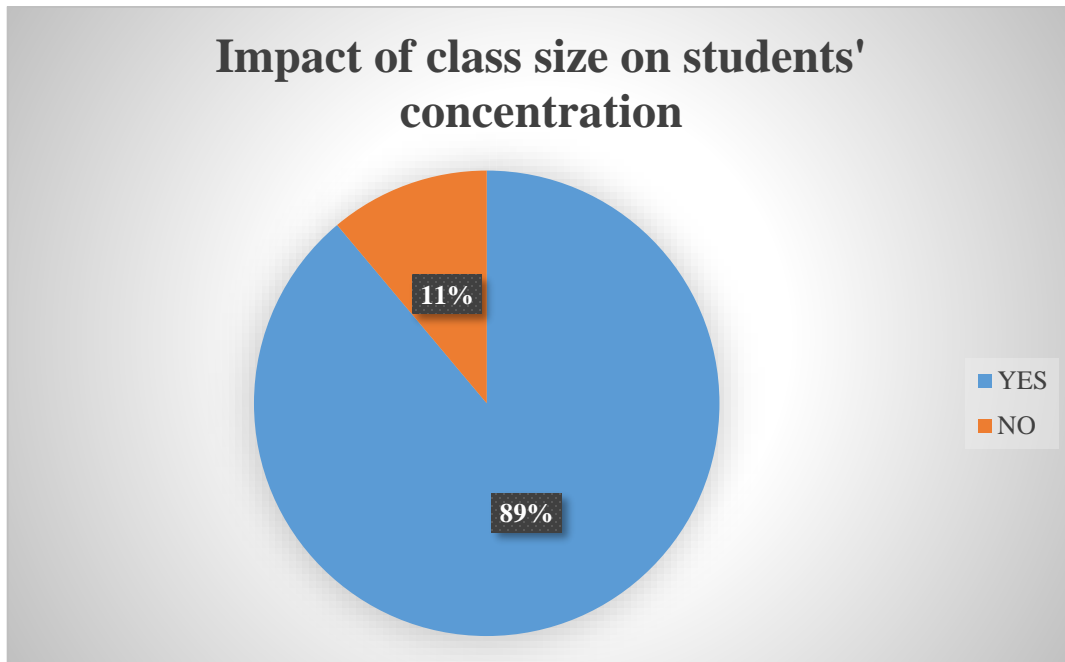
In the present question, the research team wanted to know if students' overpopulation was a factor that could affect students' concentration during the development of a class.

In the present question, students were asked if they considered that the class size affected their concentration when the teacher was explaining the class. The graph shows an **89%** of population that answered **YES,** being this a significant percentage that shows that students' concentration was effectively affected by the overpopulation phenomenon. The graph also shows an **11%** of population that answered **NO,** so that they have the idea that the class size was not a matter that necessarily affected their concentration when the teacher was developing the class.

3. How does student overpopulation affect your concentration?

Aspects in which students'concentration is affected

- ■ Lack of critical thinking
- ■ Classmates´ interruptions
- ■ Difficulties to listen to the teacher
- ■ Frequent misunderstandings
- ■ Instruction processing problems

28%   28%

14%   16%

14%
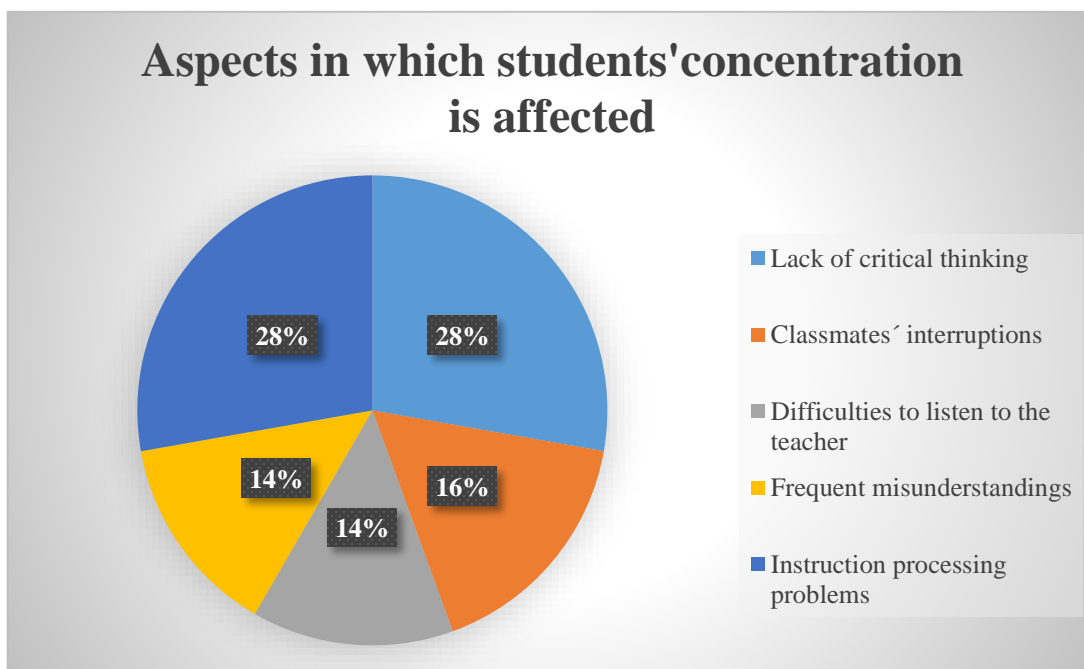
The research team expected to determine the way that students' concentration was affected; so the team considered a total of 5 options as responses for students. These 5 options were the lack of critical thinking, too many interruptions by classmates, difficulties in listening to the teacher, frequent misunderstandings and finally instruction processing problems.

The students were asked the question of how students' overpopulation affects their concentration obtaining. A **31%** of the population thought that their concentration was affected by the **lack of critical thinking** as a consequence of students' overpopulation. The graph also shows a **19%** of population expressing that their concentration was affected by **classmates' interruptions.** Another part of the population and more specifically a **15%** of the sample expressed that their concentration was affected due to **difficulties when listening to the teacher.** Then, it can be observed in the graph that a **4%** of population expressed that their concentration was mainly affected by **frequent misunderstanding** during the class. Finally the graph shows a **31%** of population that believed their concentration was affected because they had **instruction processing problems.**

4.   In which of the following activities have you had lack of confidence due to the high number of classmates?

Feeling of insecurity or lack of confidence due to student overpopulation

42%

50%

3%

5%

- Oral presentations
- Group work
- Exams
- Class participation
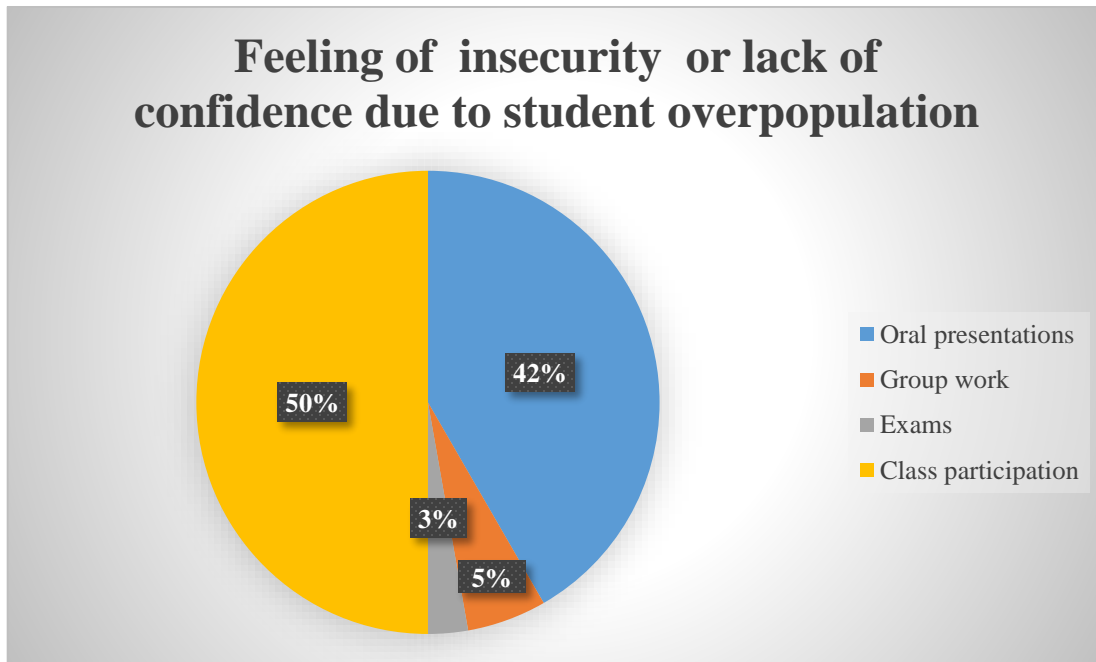
The objective for this question was to know in which activities students had lack of confidence as a consequence of being in an overpopulated group. The question was elaborated in the following way: in which activities have you had lack of confidence due to the high number of classmates? Students had the following 4 options to answer to this question: **a)** oral presentation **b)** group work **c)** exams or evaluations **d)** class participation.

For the first option, it is observed in the graph that a **42%** of population confirmed they had had problems of lack of confidence during their **oral presentation.** In the second option, it was obtained a **5%** of the population that expressed having problems of lack of confidence when they had **group work.** For the third option, the graph shows a **3%** of the total population that confirmed having problems **during their exams** due to the lack of confidence. Finally, a **50%**, which is a percentage that corresponds to the majority of the population, confirmed having lack of confidence when **participating in class.**

5. **Considering your number of classmates, do you think you have enough opportunities to participate in class?**

Enough opportunities to participate in class

29%

71%

YES

NO
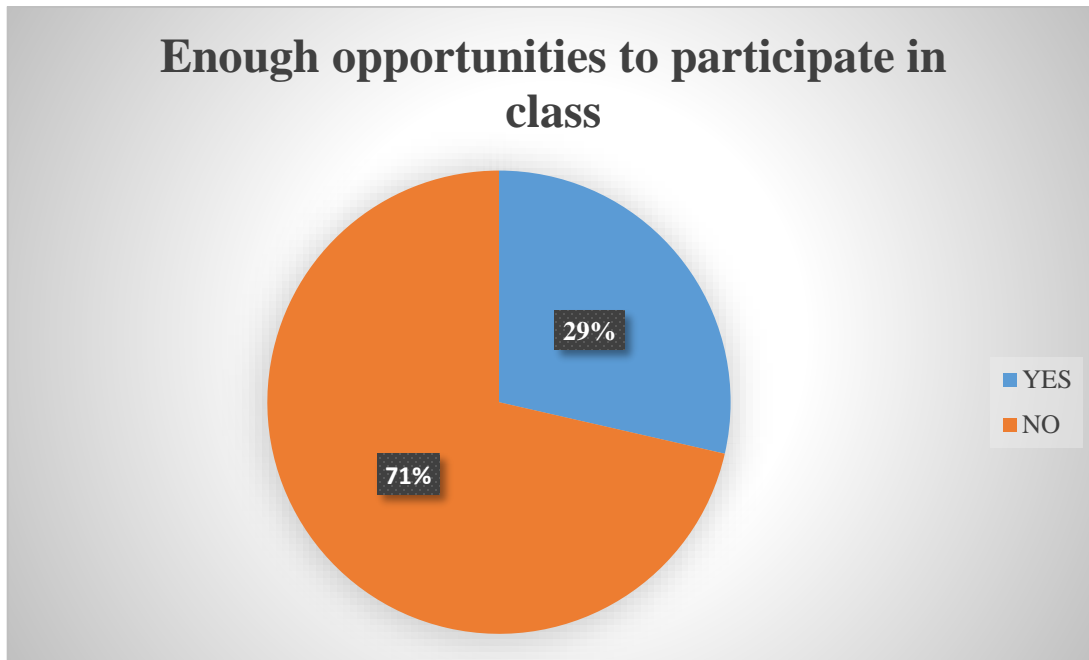
The main objective in this question was to determine if student overpopulation limited the participation of students in the class. As it is showed in the graph a **29%** of population stated they had enough opportunities to participate in class despite of the high number of classmates. Finally, the graph shows a **71%** of population that expressed not having the necessary opportunities to participate in class.

6.   How often does your teacher provide you individualized instruction?

Frequency of individualized instruction by the teacher

- Always
- Sometimes
- Rarely
- Never

11%
11%
33%
45%
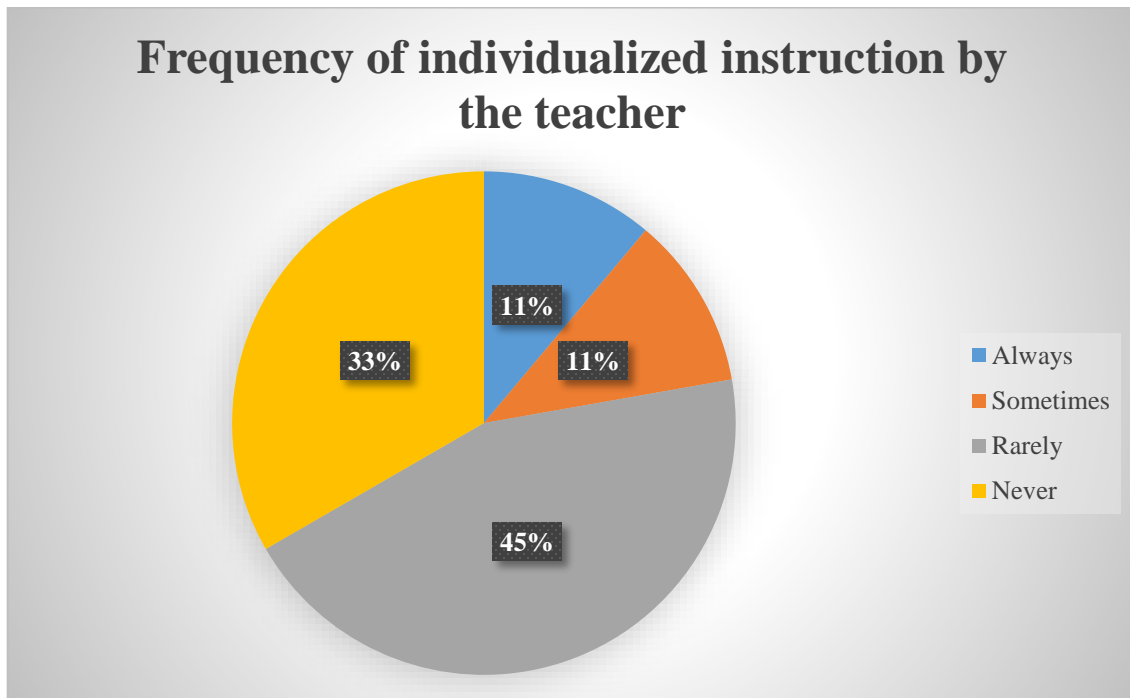
The main goal that the research team expected to achieve with this question was to measure the frequency with which students were provided with individualized instruction by their teacher. The 4 options that students had as responses in this question were: ***always***, ***sometimes***, ***rarely*** and ***never***.

According to the graph, only an **11%** of population expressed they had always individualized instruction by their teacher, another **11%** of population expressed they sometimes had individualized instruction. It can be also evidenced that a **45%** of the population answered that they rarely had individualized instruction. Finally, the graph shows that a **33%** of the population confirmed they never received this kind of instruction on the part of teacher.

7.   Do you think that the fact of being in an overpopulated group affects your grades?

Does overpopulation affects students'grades or not?

28%

72%

YES
NO
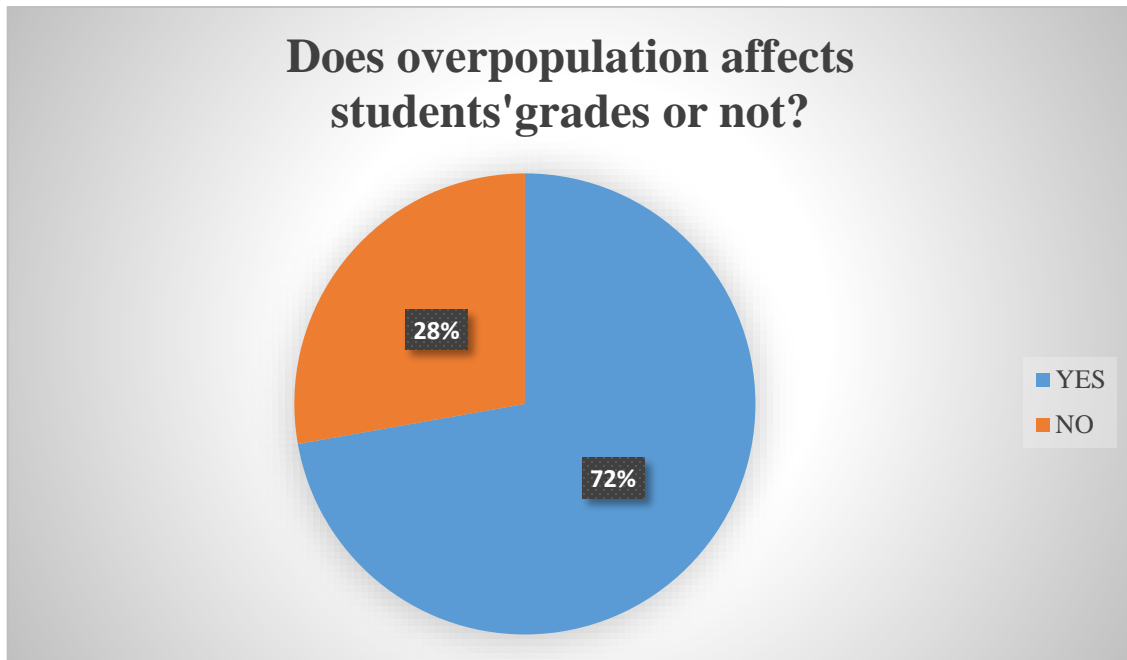
As it is observed in the graph, students were asked if they thought the fact of being in an overpopulated group affected their grades or not. The only two options that students had to respond this question were **YES** and **NO.**

The data presented in the graph shows that a **72%** of the population expressed that the fact of being in an overpopulated group affected their grades. The graph also shows a **28%** of the respondents arguing that their grades were not affected although they were in an overpopulated class.

8. **In which of the following aspects does student overpopulation affect you the most?**

Aspects in which overpopulation affects the most to students

- Learning process
- Problems to keep concentration
- Lack of confidence when participating and developing any task
- Lack of opportunities to participate in class
- Lack of individualized instruction
- Drop in grades

34% 22% 17% 11% 8% 8%
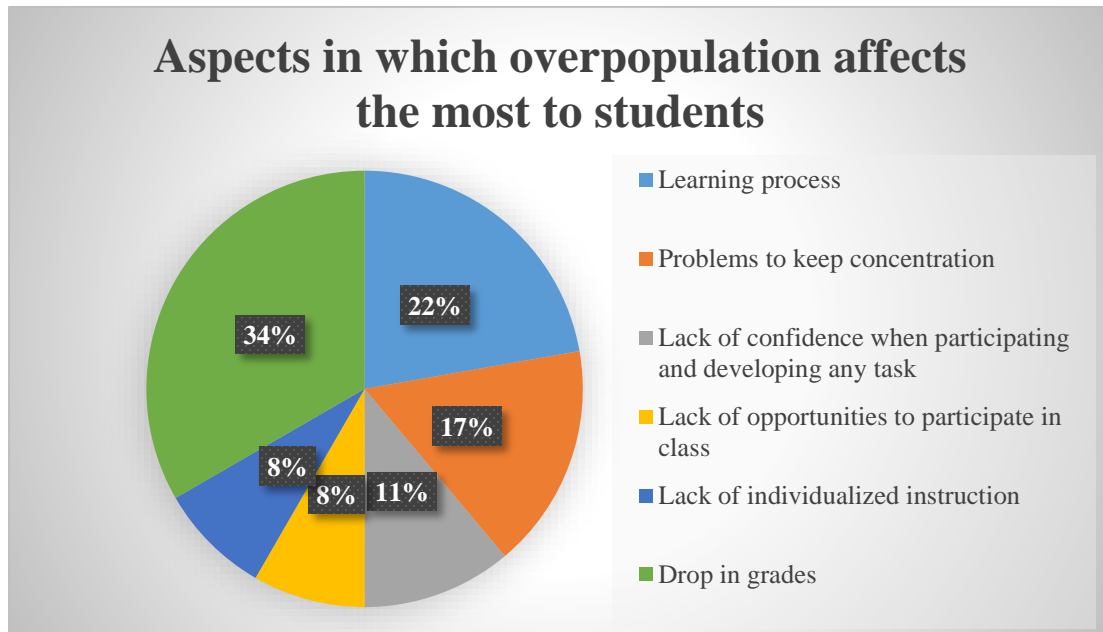
In the following question, the intention was to know how students´ overpopulation mainly affected the participants.

The graph shows a **22%** of population stating that overpopulation had a big impact on their learning process, while a **17%** of population manifested that student overpopulation mainly affected their concentration during class. According to the graph, also an **11%** of the sample said that student overpopulation mostly affected them by having a lack of confidence when developing a task or participating in class. The **8%** of the respondents agreed that student overpopulation affected them by having lack of opportunities to participate in class. Similarly, another **8%** of the population indicated that student overpopulation mostly affected them by having lack of individualized instruction on the part of teacher. Finally, a **34%** of the population expressed that student overpopulation mostly affected their grades.

9. **Considering your class size, which teaching techniques may help your learning process and academic performance?**

Teaching techniques that help students' learning process and academic performance

- ■ Individual assignments
- ■ Pair work
- ■ Group work

14%

28%

58%
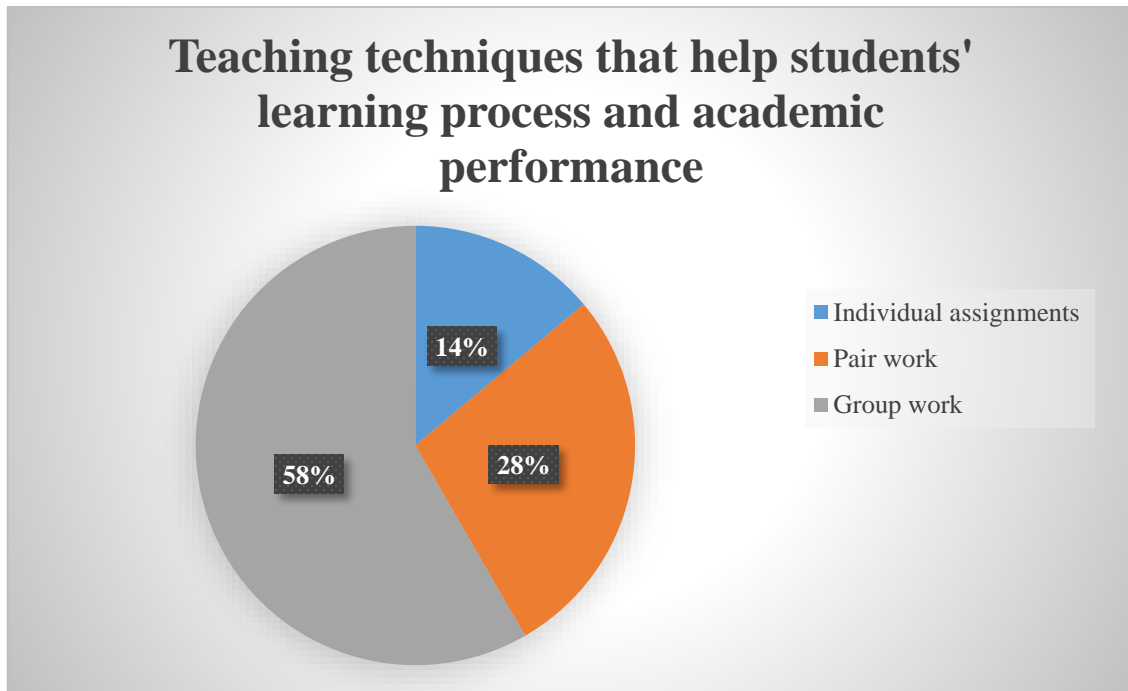
The main objective of this question was to determine which teaching technique could help students' learning process and academic performance.

Before going straight to the question, students were first asked to consider their class size. Consequently, they were questioned about which teaching techniques may help their learning process and academic performance. As a result, it was obtained a **14%** of population that expressed their individual assignments may help with their learning process and academic performance. Also, a **28%** of population considered that pair work was a teaching technique that could help with their learning process and academic performance. Finally, a **58%** of population said that group work was a teaching technique that certainly helped with their learning process and academic performance.

10.   Do you consider that the teaching techniques used by your teacher are appropriate for both, your learning needs and the class size?

Use of appropiate teachig techniques acccording to students' needs and class size

- Apropriate only for students' learning needs
- Apropriate only for the class size
- Apropriate for both aspects
- Inapropriate for both aspects

17%

33%

14%

36%
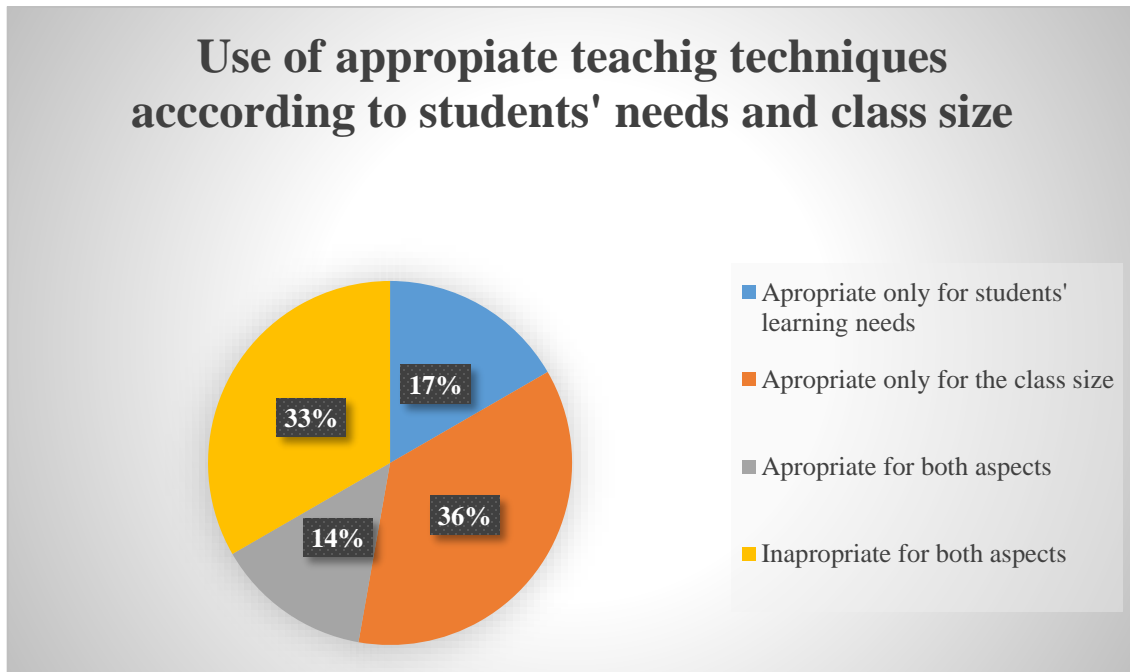
With the formulation of this question, it was pretended to know the perception that students had about the teaching techniques used by their teacher, by answering if they considered that the teaching techniques chosen by her were appropriate to their learning needs and the class size or not.

As it is observed in the graph, a **17%** of the population considered that the teaching techniques used by their teacher were appropriate only for their learning needs, while the **36%** of the respondents considered that the teaching techniques used by their teacher were only appropriate for the class size. There was also a **14%** of population that affirmed the teaching techniques used by their teacher were appropriate for both aspects, their learning needs and the class size. Finally, it was obtained a **33%** of population that manifested the teaching techniques used by the teacher were inappropriate for both aspects, their learning needs and the class size.

11.   Do you think your academic performance and learning process would be better if your teacher used other teaching techniques?

Improvement of students' academic performance and learning with different teaching techniques
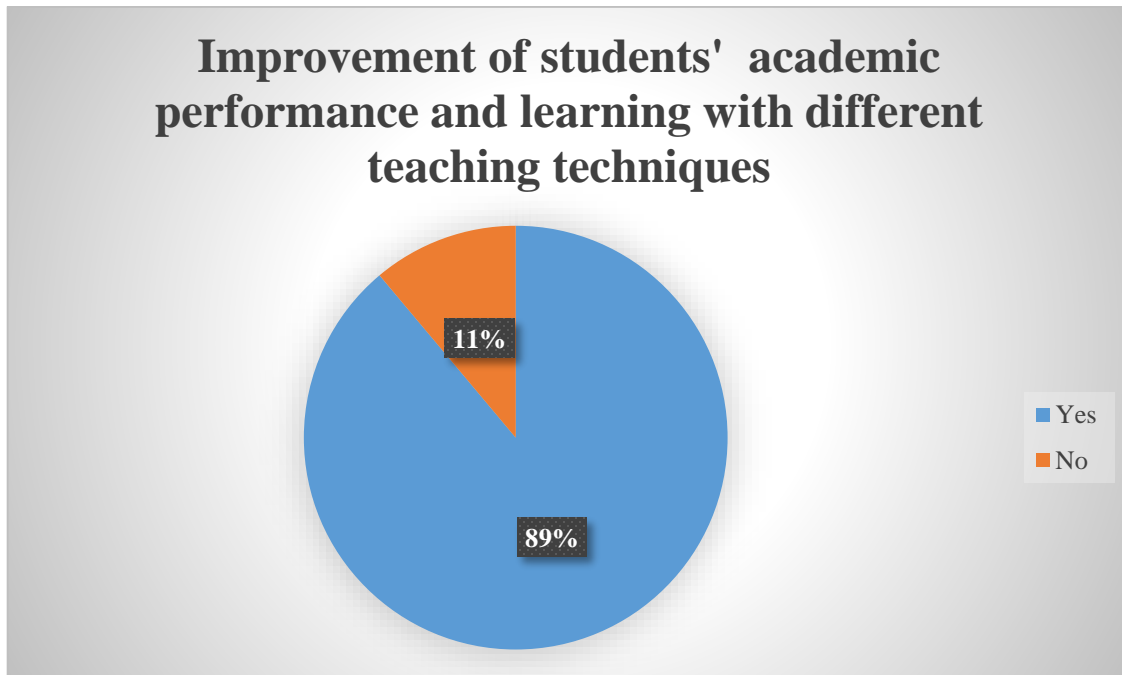
For the present question, it was expected to know if students thought that the use of other alternative teaching techniques on the part of their teacher would benefit their learning process. The only two options they had in this closed-ended question were **YES** and **NO**.

The results for this question according to the graph were an **89%** of the total population that indicated that their academic performance and learning process would, without any doubt, improve if their teacher used alternative teaching techniques, while an **11%** of the population considered that their academic performance and learning process would not improve with the use of other teaching techniques on the part of teacher.

12. With which kind of teaching techniques do you think you learn better?

Teaching techniques that facilitate students´learning

22%
33%
45%

■ Traditional teaching techniques

■ Alternative teaching techniques

■ Combination of both kinds of techniques
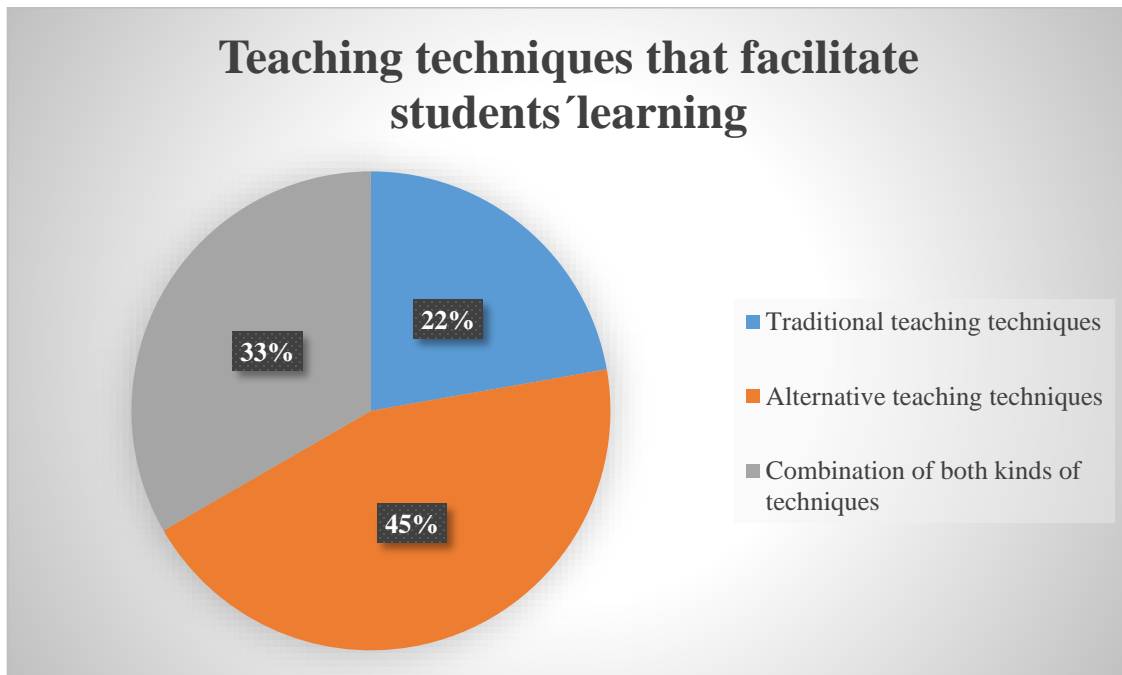
In the present graph, it is observed that students were questioned about the kind of teaching techniques that could facilitate their learning.

According to the results in this question, it was obtained a **22%** of population that confirmed that traditional teaching techniques facilitated their learning. There was also a **45%** of population that indicated they learned better with the use of alternative teaching techniques. Finally, a **33%** of population expressed they learned better any time they were taught through the use of a combination of both kinds of techniques.

13. With which of the following alternative teaching techniques may you better learn in class?

Alternative teaching techniques that facilitate students' learning

- Flipped classroom (Inverted class)
- Experiential learning
- Self-learning
- Gamification
- Virtual field trips
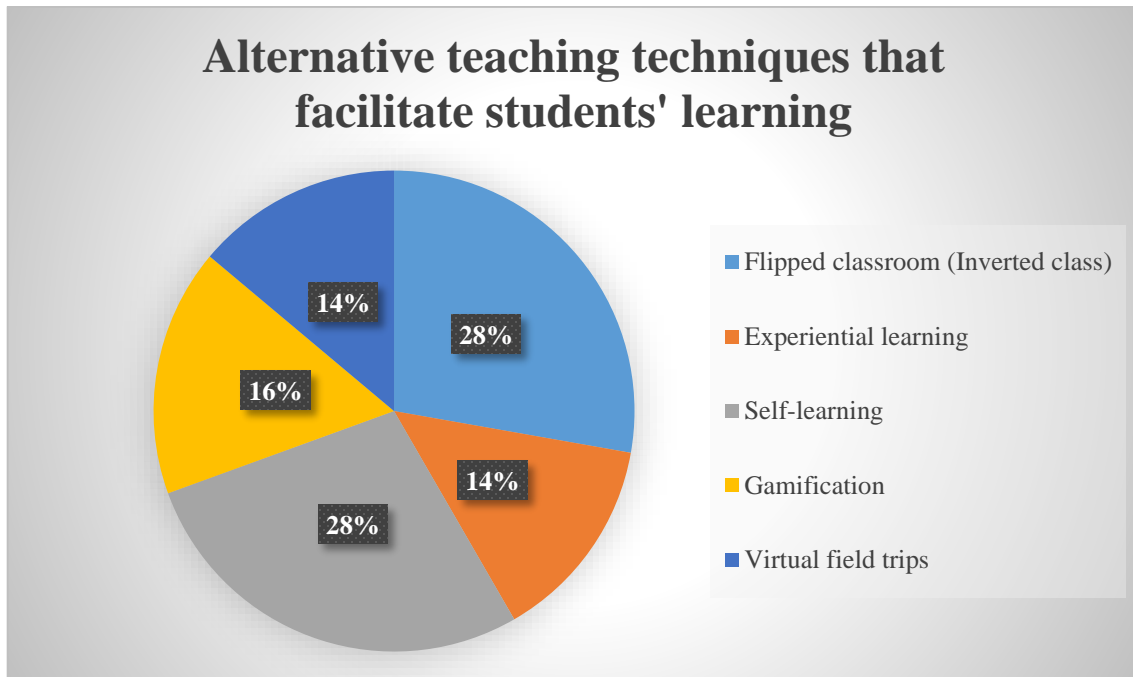
The main objective of this question was to know if students considered their learning process would improve if teacher used different teaching techniques in the classroom.

As a result, to this question, it was stated that a **28%** of population affirmed they may have a better learning in the case the teacher used the flipped classroom as alternative teaching technique. The graph also shows a **14%** of population that expressed they may have a better learning with the experiential learning technique. Then, a **28%** of the respondents said they believed their learning may be better with the use of the self-learning as an alternative teaching technique on the part of teacher. Consequently, a **16%** of population manifested their learning may improve if teacher used gamification as alternative teaching technique, while a **14%** of population considered they may better learn with virtual field trips as an alternative teaching technique.

14.   Do you believe your learning and academic performance would improve if your class had fewer students?
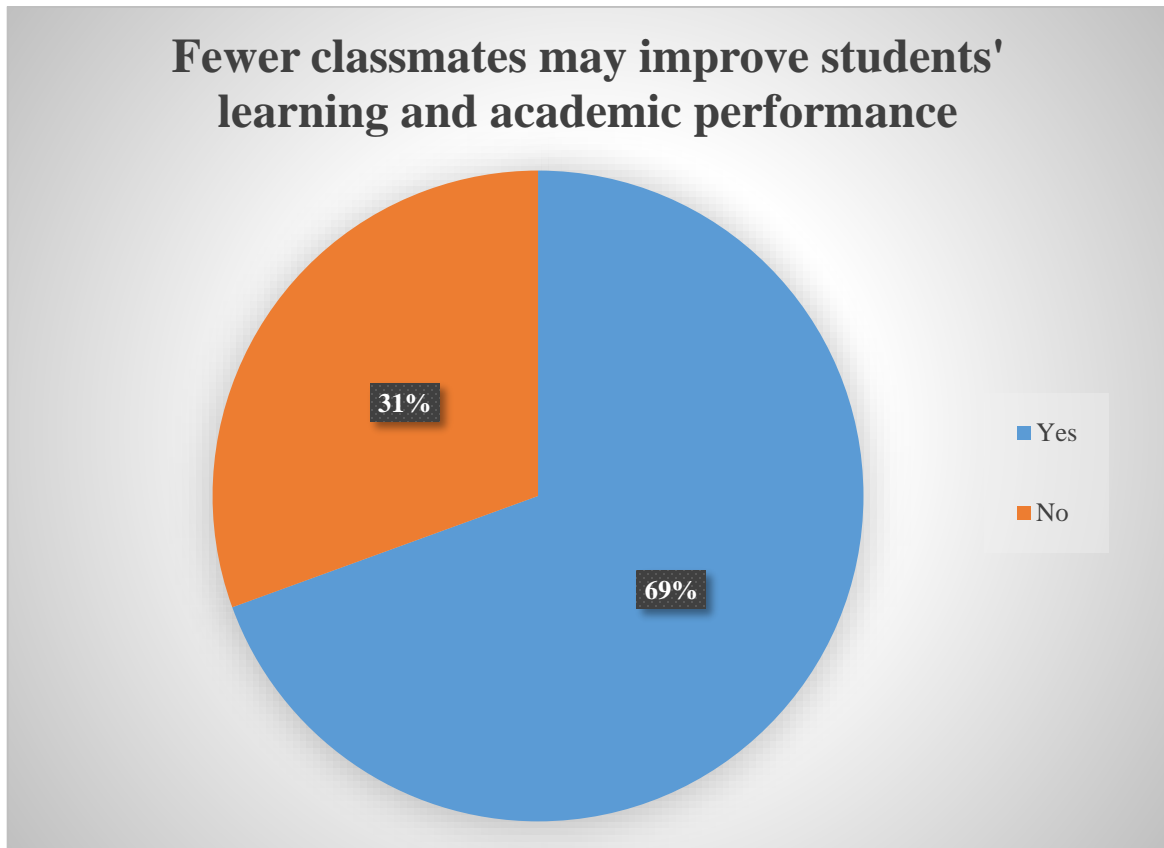
The purpose of this yes/no question was to know if students believed their learning process and academic performance would improve if their class had fewer students. A high **69%** of the population that effectively confirmed their learning process and academic performance would be better in the case their class had fewer students, while the **31%** of the population sample believed their learning process and academic performance wouldn't change or improve if they were in a class with fewer classmates.

15. Do you consider that overpopulation in your classroom affects your teacher's proficiency in her teaching process?

Overpopulation affects the teacher's proficiency

- YES
- NO.

44%

56%
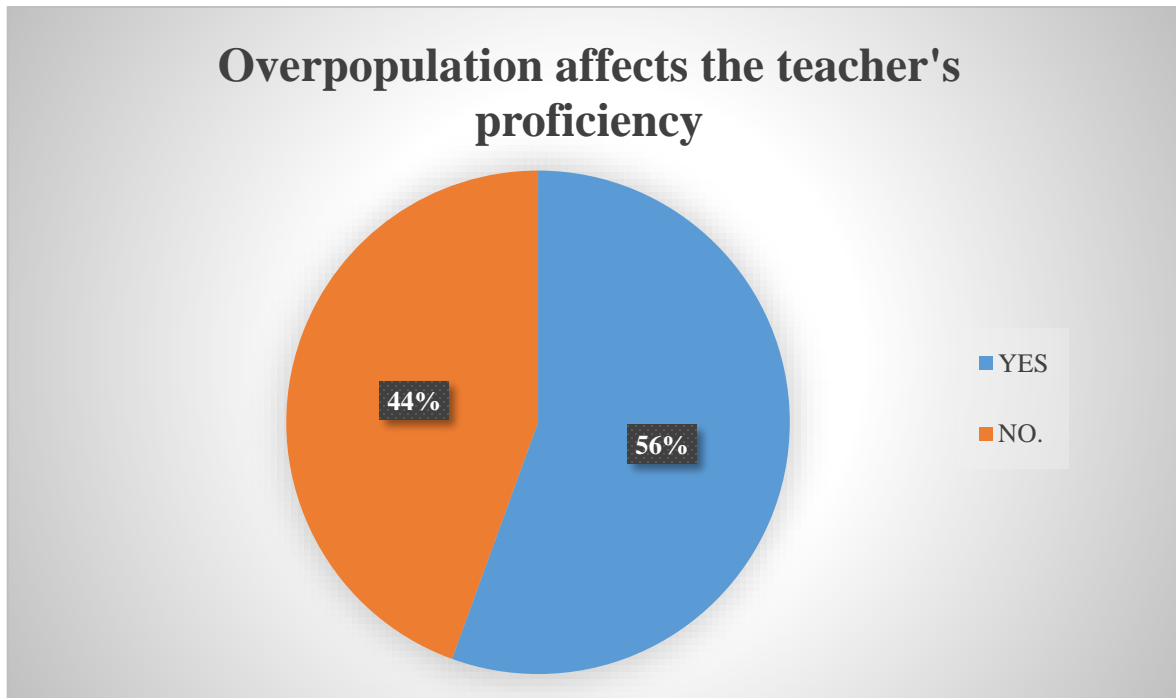
The present graph shows that a **56%** of the sample considered that the teacher's proficiency is certainly affected by the student overpopulation in the classroom affecting therefore the teaching process of the teacher as well. It is also observed in the graph that a **44%** of the population did not believe student overpopulation affected or had any influence on the teacher's proficiency at the moment of teaching.

V. CONCLUSIONS

After an exhaustive analysis of the results obtained in the research carried out with 36 students registered in group 02 during the Second Semester of the year 2018 to course the Intensive Advanced English I subject, in the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus regarding the effects that student overpopulation has on the students' academic performance and having investigated the ways that this phenomenon affected and conditioned both, the students' learning process and the teaching process of the teacher, the following conclusions arise:

- One of the main negative effects that student overpopulation has on the academic performance and learning of students, has to do with concentration problems observed in the students during the development of the class. Important aspects like lack of critical thinking, too many interruptions by classmates, difficulties in listening to the teacher, frequent misunderstandings and instruction processing problems stand out as the main difficulties for which students cannot keep concentrated in class; therefore, they do not have the expected academic performance and learning standards.

- Another negative effect that student overpopulation has on the students' academic performance and learning is related to the lack of confidence. Students tend to feel nervous and have insecurity when they are found in a classroom with too many classmates due to a natural reaction on the part of students to think that the eyes of so many people in this particular case the eyes of many of their classmates are placed on them; so, they believe that there is not room for mistakes of any kind.

According to the results obtained from the survey implemented during the research, most of the students indicated that they feel a lack of confidence especially when they had an oral presentation or whenever they were asked to participate in class. In this sense, some students also expressed that their confidence was affected during activities that required group work and during evaluations; in these cases, however, the lack of confidence was more

likely due to an absence of study and poor preparation of students and not precisely as a result of student overpopulation.

The answer to why students had a lack of security during oral presentations and when they participated in classes can be found in the results obtained in a checklist implemented during the development of an oral presentation. According to the information collected in that checklist, the observations showed that the rest of students who were witnessing the oral presentations were distracted and some had a disruptive behavior. They were making too much noise and not all of them were concentrated and engaged. These situations clearly affected the development of the oral presentations and the students' confidence at the moment of their oral presentations and participation in class so that they felt their classmates were not actually interested in what they were doing or saying.

- According to the information obtained through the different instruments; students manifested not having enough time and space to participate during class. In this case, it could be observed that the large number of classmates, reduced the amount of time to participate during classes therefore a frequent participation on the part of all the students was not possible in that scenery. In the case of the teacher, she indicated that she was conscious of the importance of class participation in order to have an effective teaching-learning process.

- Student overpopulation leads to a lack of individualized instruction.

- An overpopulated class also represents less time for the teacher to clarify the students' doubts.

- Student overpopulation makes it difficult to identify students' weaknesses and needs in the classroom.

Apart from the aforementioned effects of student overpopulation, which directly impact students' academic performance and learning, there is also another aspect related to

the classroom or the physical infrastructure where students are taught which is a factor that probably is not directly related to the academic performance and learning of students, but that equally has a great influence on it and that is worth of mentioning.

- To have a good academic performance and learning process on the part of students requires that both, the teacher and the students, be provided with a classroom that meets the necessary conditions; in this research however, it was noticed that the classroom in which students of the Intensive Advanced English I subject, group 02 in the English Teaching Major at the Foreign Language Department of the University of El Salvador (Central Campus) were taught, was not appropriate for the large number of students. According to the observations made in a checklist implemented during a normal class, the teacher had some problems with the use of different seating arrangements and with different teaching activities that maximize student learning. The classroom was not large enough and the space inside did not make students feel comfortable. The space between the rows was not enough, so the teacher could not monitor all the students and sometimes there were not sufficient desks for students.

- According to the information obtained through the teacher's interview, another effect of student overpopulation is related to discipline problems so that it is more difficult to keep the control and discipline in an overpopulated class.

- Another negative effect that student overpopulation brings in this case to the teacher is related to the amount of time the teacher had to take to check and grade exams. According to the interview made to the teacher in charge of the Intensive Advanced English I subject group 02, she expressed having sometimes to do more than one version of the exams in order to prevent cheating from students, which required much more of her time for designing the tests.

- When there is a large number of students in a classroom the teacher cannot efficiently control all the students during the administration of exams. According to the

71

information collected during the interview, the teacher expressed that student overpopulation facilitated cheating practices by students during the exams.

- The teacher in charge of the Intensive Advanced English I subject, group 02, indicated feeling stressed as a consequence of having too many students in a class; so, stress problems can be therefore considered as another negative effect of student overpopulation that affects in this case not to students, but to the teacher.

- According to the perception that some students had about the teaching techniques used by the teacher in the class, they believed these techniques were chosen according to some specific aspects like the number of classmates, the classroom size, the time availability. Students argued the techniques were not precisely selected based on their learning needs. So, it can be concluded therefore that student overpopulation certainly affects the academic performance and learning of the students since it conditions the teacher when deciding which teaching techniques to use in the classroom.

- Student overpopulation is also related to the lack of variety in the use of teaching techniques on the part of the teacher. This could be observed during the implementation of a checklist where the use of different teaching techniques was not observed since the teacher just used a few of the most common teaching techniques which sometimes were not used in an effective way. When researchers asked the teacher about the reason for the absence of variety in the teaching process, she argued that she was not using alternative teaching techniques because most of these techniques required much more time and they were difficult to be implemented in an overpopulated class in a classroom that did not meet the necessary conditions.

VI. RECOMMENDATIONS

After carrying out the research about the effects that student overpopulation has on the academic performance and learning of the Intensive Advanced English I students, group 02, in the English Teaching Major at the Foreign Language Department of the University of El Salvador, central campus, semester II-2018 some recommendations arise in order to improve and facilitate the teaching process of teachers with overpopulated classes so that they can accomplish the expectations for the class. Some of these recommendations are addressed to teachers who work with overpopulated classes inside the Foreign Language Department, but others are addressed to people and authorities such as the academic administration which is the entity in charge of the distribution of students and the Board of Directors of the School of Arts and Sciences which is the board that regulates the admission of students every year.

To teachers:

- Teachers who work with overpopulated classes should consider a basic principle of teaching which states that the effectiveness of teaching is not based on the amount of what is taught, but rather on the quality of what is taught to students. Based on this principle, teachers must know that although sometimes there seems to be insufficient time to verify the understanding of a topic on the part of each student and answer the questions of all students, the most important issue in any case should be the positive effects in the learning process of the students. It does not matter if it takes more than the established time of the lesson plan.

- Teachers should make use of different teaching techniques in order to keep students motivated and willing to learn. In fact, during the implementation of the survey, the majority of students expressed that they felt more comfortable and motivated when a teacher came up to the classroom with a variety of teaching techniques.

- Teachers should be careful and creative when selecting the teaching techniques and activities they will use in an overpopulated class as well as the design of teaching materials since those aspects will help to minimize the effects of student overpopulation and they will be essential for having a good learning and an expected performance on the part of students.

- Teachers must try to choose their teaching techniques according to the students' needs and not according to the number of their students.

- Teachers must select the teaching techniques that work best according to the total population of students in the classroom. If teachers do a good job by selecting their teaching techniques, they will not only make students' learning effective, but they will also add variety to the teaching process, catching this way the attention of students.

TEACHING TECHNIQUES THAT CAN IMPROVE STUDENTS' ACADEMIC PERFORMANCE AND LEARNING IN OVERPOPULATED CLASSES.

In order to help teachers adding variety to their teaching process and improving students' academic performance and learning at overpopulated classes, a series of teaching techniques are provided. These techniques are a collection of alternative teaching techniques presented in an UNESCO book which has been titled "Practical tips for teaching large classes" and which has served as a guide for many teachers around the world that work with overpopulated classes.

Lectures

Lecturing is perhaps the oldest and still most commonly used teaching method, and it is the one most often used for large classes. Lecturing has several strengths. These strengths include the following:

➢ Lectures can actively communicate interesting aspects of the subject being taught.

➢ Lectures can be used to organize material in a special way. They may be a faster, simpler method of presenting information to students. Lectures are particularly useful for students who read poorly or who are unable to organize print material.

➢ Lectures permit maximum teacher control. The lecture format allows the teacher to be in control of the pacing of the class and the accuracy and range of material presented. Lectures can convey large amounts of factual information in a limited time frame.

➢ Lectures can speak to many listeners at the same time.

➢ Lectures present a minimum threat to students, since they are not required to do anything, which they may prefer.

➢ Lectures emphasize learning by listening, an advantage for students who learn well this way.

Active Learning Strategies

Active learning involves students doing an activity and thinking about what they are doing, rather than passively listening.

Numerous studies show the importance of active learning in improving student learning, increasing retention and application, as well as promoting continuous learning. In large classes, however, teachers often tend to limit their teaching methods to lecturing which, if done in a formal way, requires very little effort from the students who remain largely passive.

Lecturing is not a bad method of teaching, per se. However, since students learn in many different ways and their active participation improves their learning, a variety of strategies for teaching and active learning should be used. You can improve the effectiveness of a lecture by incorporating active learning activities within it, such as in-class exercises and group exercises.

In-Class Exercises.

In a small class, teachers might be able to persuade many of their students to participate in an activity, such as getting them asking and answering questions, discussing issues, laughing at a humorous, but relevant, anecdote, etc. But in a large class, teachers will probably have difficulty persuading most students to talk in front of 60 or more of their classmates; it feels too risky for them. A different approach is thus needed. A technique you can count on is the in-class exercise.

As teachers lecture about a topic or explain the solution to a problem, instead of just posing questions to the class as a whole and enduring the ensuing time- wasting silence, occasionally assign a task and give the students anywhere from 30 seconds to five minutes to come up with a response. Anything can be used as the basis for in-class exercises.

In a large class setting, these spontaneous in-class exercises get students acting and reflecting, the two main ways by which human beings learn. They will ensure that every student will listen to you, especially if you use them regularly, but sporadically, so students don't know when you will give them an exercise. They will also give you immediate feedback about whether or not your students understand what you are presenting, and, if done well, can substitute for "homework" and the need to grade many papers overnight.

Group Exercises.

A group exercise can be conducted as an in-class exercise or out-of-class assignment, and it is a very good way to manage the active learning of students in a large

class. Students work together to discuss or solve problems, a process that is also called collaborative learning or cooperative learning. In a large class, students working in pairs or larger groups can help each other and learn from each other. They don't get bored listening to their teacher talk. Group exercises give students an opportunity to meet and work with one another, a good first step toward building a sense of community. Moreover, in the "real" world, working with others is an important skill. Increasing opportunities for students to work together can help them develop this skill. In addition, small-group work encourages students who may be reluctant to participate in a large class setting to become active learners. Cooperative learning also helps to hold students' attention, a special concern for large classes, and to increase student thinking.

Other Active Learning Strategies.

There are many other active learning strategies that you can use in large classes. Not all of your students need to participate in all of these activities, especially those that require individual answers; in large classes, there might not be enough time. However, all of your students should be given the chance to participate in many of them. The challenge lies in selecting the type of activity to match the purpose or objective you have in mind for your lesson.

Round.

Each student has a 2– or 3–minute opportunity to express his or her point of view on a given topic, or passes, while others listen. For older students, the topic can be a controversial or thought-provoking issue, such as "Education is valuable for my daily life." For younger students, choose a simple topic, such as "What I like about School." This activity will elicit a range of viewpoints that you can consider in delivering your lessons, as well as building a sense of "safe participation" and confidence among your students.

Brainstorm.

Ask students to individually think about an issue or a problem and to list its possible causes, such as "Why is water becoming scarce?" or "How can we improve our school?" Assign individuals into groups, and ask them to share their ideas and compile a list of possibilities. Stress that people working together can create more than an individual alone.

Simulations and Games.

Ask students to role-play a situation; for instance, "What would happen if you were confronted by a bully? What would they do?" By creating situations that are momentarily real, your students can practice coping with stressful, unfamiliar, or complex situations. Also encourage games that place students in a new role, one that other students may be facing, in order to encourage empathy. For example, blindfold students and ask them to identify their friends just by listening to their voices or touching their faces.

Concept Models.

This strategy works especially well for science or mathematics lessons. Give students handouts, or list on the chalkboard, a series of leading questions. Students work in small groups – or you can even lead a whole class discussion – to figure out how something works or build a conceptual model. They can make their own diagrams and record their own observations.

Problem Solving and Demonstrations.

Encourage students, individually or in groups, to explain how they arrived at a solution to a problem. You can also ask them to demonstrate how something works; for instance, how does a thermometer work or why do the tires of a bicycle move.

Peer Teaching or Learning Cells.

Randomly select students to read about a specific topic and then teach the essence of the material to an assigned partner or group or the entire class.

Poster Sessions.

Groups of three to five students each complete a poster display that conveys the group's work in (a) identifying and clarifying a problem or controversial issue, (b) locating appropriate information and resources concerning their issue, and (c) reporting on the evidence they find. This method can also be used to demonstrate Concept Models, as described above. For young students, have them draw a poster on an important topic, such as "My Dream School" and, if they are able, ask them to write about it in one corner of the poster. This will help them to integrate and improve upon their artistic and writing skills.

Flipped classroom.

Although it has evolved since its conception and a few variants now exist, flipping the classroom entails a teacher providing information that would traditionally be covered through an oral, in class lecture via video or digitally based media that students can access at home and re-visit if needed. This frees up class time that can instead be dedicated to hands on learning or direct engagement and interaction with students.

One benefit is an increased efficiency of time usage. Since a flipped classroom typically involves watching video versions of course material online as homework, students can then come to class the next day ready to actively engage in the material. It also allows teachers to spend more time individually interacting with students, which creates more opportunities to check for understanding and clear up misconceptions.

Teachers also have more time to give one-on-one support or challenge gifted students during class because less time is dedicated to delivering instruction.

Flipped classroom strategies are also conducive to improvements in communication. Since course content is shared online through videos on blogs or other virtual classroom spaces it is much easier for students to stay informed about what a teacher is covering in class and parents can also watch over student progress and take a more active role in their child's education.

To the authorities:

- The number of students in a classroom has always been under discussion in many universities around the world. According to research carried out about the problem of student overpopulation, the majority of teachers state that the ideal number of students in an average ESL/EFL class should be from 15 to 20 to have an effective teaching and learning process. Authorities in charge of the distribution of students in the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus, should consider reducing the number of students in the classrooms and avoid the student overpopulation that exists not only in the Intensive Advanced English I course, group 02, during the semester II-2018, but also in many other groups of classes of the same major.

- The authorities of the University of El Salvador, Central Campus should make an effort to obtain the funds that are required for the construction of a new and larger building for the Foreign Language Department so that the student overpopulation in classrooms decreases and teachers can have more and better classrooms and in this way make a better distribution of students so that each teacher can have a group of class that does not exceed the 20 students which according to experts is the appropriate number of students with whom a teacher can work in order to be more effective and obtain better results.

- Authorities should provide the ideal physical conditions so that teachers have enough space for the development of different activities. These activities also involve the use of a variety of different seating arrangements.

- Classrooms should have appropriate ventilation and they should allow the teacher to work on a continuous monitoring of students during classes.

- When the research team interviewed the teacher, it was confirmed that student overpopulation was a cause of stress for her. So, the authorities must ensure an appropriate number of students for teachers that does not exceed the 20 so that teachers do not feel stressed due to the large number of students he has to teach since this is a factor that affects teacher's performance when teaching and that therefore can affect students' learning.

- Authorities should keep in mind that if a teacher has a classroom that meets the conditions to teach and an appropriate number of students that does not exceed 20 students, some aspects like discipline problems, lack of participation, lack of individualized instruction, lack of confidence can be avoided. An appropriate classroom can also help the teacher to identify students' weaknesses and spending less time grading exams.

- The administrative authorities of the University of El Salvador, especially those in charge of the student admission process should be aware of the deficiencies at the FLD, which include the lack of classrooms and lack of teachers. In order to avoid the student overpopulation in the English Teaching Major; authorities should take actions on the matter by cutting down the number of places for students submitted to the admission test or raising the grade required by students to be admitted.

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VII. ANEXES

QUESTIONNAIRE FOR STUDENTS OF THE INTENSIVE ADVANCED ENGLISH I, GROUP 02 OF THE ENGLISH TEACHING MAJOR, SEMESTER II-2018.

Topic:

"The effects of student overpopulation on the academic performance of the Intensive Advanced English I students, group 02 of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus, semester II-2018."

Objectives:

- To collect relevant information from students of the Intensive Advanced English I course, group 02, semester II-2018 of the English Teaching Major related to the effects that overpopulation has on their academic performance.

- Indicate if student overpopulation of the Intensive Advanced English I, group 02, semester II-2018, in any way conditions the teacher at the moment she decides which teaching techniques to use in the classroom.

- Analyze the different teaching techniques used by the teacher in the classroom to verify if these are in any way related to the learning and academic performance of the Intensive Advanced English I students, group 02, semester II-2018 .

Instructions:

Choose the answer that corresponds to your own experience in the classroom. Mark the letter a, b, c, d, e, or f with a ¨circle¨, according to your answers.

Example:
1. **Do you consider your class is overpopulated?**

(a)) Yes   b) No

I. *GENERAL INFORMATION:*

GENDER: ☐ Male   ☐ Female
AGE: _____

II. *ACADEMIC INFORMATION:*

1. **Do you consider that being in an overpopulated class affects your English learning process and academic performance?**

a)   Yes   b) No

2. **Do you consider that the class size affects your concentration when your teacher is explaining the class?**

a)   Yes   b) No

3. **How does student overpopulation affect your concentration?**

a) Lack of critical thinking   b) Classmates interruptions   c) Difficulties to listen to the teacher

d) Frequent misunderstanding   e) Instruction processing problems

4. **In which of the following activities, have you had lack of confidence due to the high number of classmates?**

a) Oral Presentations   b) Group work   c) Exams   d) Class Participation

5. **Considering your number of classmates; do you think you have enough opportunities to participate in class?**

a) Yes   b) No

6. **How often does your teacher provide you individualized instruction?**

a) Always   b) Sometimes   c) Rarely   d) Never

7. **Do you think that the fact of being in an overpopulated group affects your grades?**

a) Yes   b) No

8. **In which of the following aspects does student overpopulation affect you the most?**

a) Learning process   b) Problems to keep concentration   c) Lack of confidence when participating and developing any task

d) Lack of opportunities to participate in class   e) Lack of individualized instruction

f) Drop in grades

9. **Considering your class size, which teaching techniques may facilitate your learning process and academic performance?**

a) Individual assignments   b) Pair work   c) Group work

10. **Do you consider that the teaching techniques used by your teacher are appropriate for both, your learning needs and the class size?**

a) Appropriate only for students' needs   b) Appropriate only for the class size

c) Appropriate for both aspects   d) Inappropriate for both aspects.

11. **Do you think your academic performance and learning process would be better if your teacher used other teaching techniques?**

a) Yes   b) No

12. **With which teaching techniques do you think you learn better?**

a) Traditional Teaching Techniques   b) Alternative Teaching Techniques

c) Combination of both kinds of techniques

13. **With which of the following alternative teaching techniques may you better learn in class?**

a)   Flipped classroom   b) Experiential learning   c) Self-learning

d) Gamification   e) Virtual field trips

14. **Do you believe your learning and academic performance would improve if your class had fewer students?**

a)   Yes   b) No

15. **Do you consider that overpopulation in your classroom affects your teacher's proficiency in her teaching process?**

a)   Yes   b) No

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Objectives:

- To gather important information from the teacher´s perspective about the effects of overpopulation on the academic performance of the Intensive Advanced English I students, group 02 of the English Teaching Major at the Foreign Language Department of the University of El Salvador, Central Campus, semester II-2018.

- To investigate if the student overpopulation of the Intensive Advanced English I course, group 02, semester II-2018 conditions the teacher when deciding which teaching techniques to use in the classroom.

-To obtain relevant data about the teaching techniques used by the teacher in the classroom to verify if these are in any way related to the learning and academic performance of the Intensive Advanced English I students, group 02, semester II-2018.

Instructions: Answer each question in the way that corresponds to your own experience on the subject.

Questions for the Intensive Advanced English I (Group 02) teacher (semi-structured interview)

1. Do you consider that overpopulation affects the academic performance of your students?
a) Yes   b) No

2. According to your experience in the classroom, how does overpopulation affect your students?

-Some students present a disruptive behavior and this distracts the rest of students.

- Not all the students received instruction because of time, so this decreases the amount of learning of some students.

- Some students who sit at the back of the classroom are not able to listen clear during the class.

- When students do not listen clear, they have misunderstanding and start asking the next classmate, interrupting the class.

- The more students in the classroom, the less opportunities they have to participate in classes.

- Students do not feel confident to participate in a class with many students.

- Students have difficulties to read from the whiteboard.

3. Do you think that having too many students affects the development of your class?

a) Yes   b) No

4. How does overpopulation affect the development of your class?

-        The class time is not enough to cover all the parts of my lesson plan.

- I am not able to give feedback at the end of every class.

- Sometimes I have designed my lesson plan and the activities according to the available time; however, I have not been able to cope with the production stage of my lesson and finish all the planned activities.

- It is difficult to monitor students since there is not sufficient space between the rows.

- There are not enough desks for students, so when I have a full student attendance, some students have to sit on the floor.

- I have had isolated cases of discipline problems with students because it is difficult to control overcrowded classes.

- It is more difficult to identify students' weaknesses.

5. How does overpopulation affect you during the implementation of written exams?

- Difficulties to monitor students since I had to divide the students into two groups, one group inside the classroom and the other outside of this.

- There were instances when I had to look for a different classroom since I could not modify the sitting arrangements in rooms with rounded tables.

- Difficulties in checking assignments.

- A greater amount of time to grade exams.

- Some students cheat during exams.

-        I have to do more than one version of the exams in order to prevent cheating from students, but it requires more of my time.

6.   What are the problems that students face during oral presentations as a consequence of overpopulation?

-        Students have a small space in the classroom, so they cannot have simultaneous presentations.

-        I set a time for oral presentation, however some groups take more than the established time to develop their presentations, so I have had sometimes to interrupt their presentations because there is another group waiting for turn.

-        Students do not have enough space around the classroom to display their materials.

7.   Have you ever been physically affected by student overpopulation?

-        I have sometimes gotten aphonic, because I have to speak louder if I want all the students to hear me.

-        I have sometimes had a sore throat.

-        I have gotten stressed because sometimes it is difficult to lead with too many students in a class.

8.   Do you choose your teaching techniques based on your students' learning needs or the class size?

-        I try to choose my teaching techniques considering both aspects, my students' learning needs and the class size.

-        I think that the most important thing to consider when choosing the teaching techniques should be the students' weaknesses, however it is difficult and almost impossible for me to carry out teaching techniques that help students with that aspect because these are techniques than can be only implemented with short classes and in a classroom with sufficient space.

9.   Do you use alternative teaching techniques in the classroom?

-        I rarely use alternative teaching techniques with my students because most of these alternative teaching techniques are difficult to be developed in an overpopulated class, so I prefer to use traditional teaching techniques.

10.   Do you consider that using more alternative teaching techniques will improve your students' academic performance and learning?

a)   <mark>Yes</mark>   b) No   c) Probably

11.   On a scale of 1 to 10, how do you rate the efficiency of your teaching techniques?

    Answer**: 8**

12.   How would you qualify the effectiveness of your teaching in the classroom?

a)   Excellent   <mark>b) Good</mark> c) Acceptable d) Poor

13.   In your opinion, which are the aspects that decrease the effectiveness of your teaching process in the classroom?

-        To have an effective teaching is difficult in overcrowded classrooms as it causes physical, discipline, instructional and evaluation problems.

14.   What do you do to overcome the overpopulation problem and facilitate your students' learning?

- I try as far as possible to use teaching techniques that make all students get engaged in the class.

- I use teaching techniques like Individual assignments, Pair work and Group work that help me to maximize the time depending on the activities.

15.   Have your teaching techniques ever been conditioned by the size of your class?

a)   Always   b) Sometimes   b) Never

16.   Do you think that if you had fewer students in the class, the students would have a better academic performance and learning?

a)   Yes   b) No

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CLASSROOM OBSERVATION
CHECKLIST

(DURING A NORMAL CLASS)

Class observed: Intensive Advanced English I, group 02, semester II-2018.

Professor's name: Griselda Pérez

N° of learners: 36   **Time:** 2 hours   **Date:** November 16th, 2018

Observers: Oscar Calderón, Ángel Domínguez, Walter López

PART I.

Directions: Indicate **Yes**, or **Not** when necessary towards the statements listed below by placing **X** in the appropriate box to the right of the column.

Category	Response	
Classroom conditions	**Yes**	**No**
-Is large enough for students to accommodate their desks.		X
-Is large enough for the teacher to monitor students.		X
-Has enough desks for students.	X	
-Is large enough to use different seating arrangements, such as roundtable, semicircle, double semicircle, group pods, pair pods, etc.		X
-Meets the conditions to develop different teaching activities that maximize student learning.		X
-Is large enough for students to carry out a variety of activities in the class.		X

		X
-Has enough space around for students to display their materials during the development of different activities.		X
-The space inside makes students feel comfortable.		X
-Offers adequate ventilation to minimize heat inside.		X
-The design requires a high tone of voice from teacher to be heard.	X	

PART II.

Directions: Indicate **Presence or Absence** when necessary for the statements listed below by placing **X** in the appropriate box to the right of the column.

Students´ behavior	Presence	Absence
-Disruptive behaviors in some students.	X	
-Too much noise on the part of students.	X	
-Concentration when the teacher explains the class.		X
-All of them are engaged and active.		X
-Distraction during different states of the lesson.		X
-Active participations during the class.		X
Teacher´s aspects		
-Takes attendance.	X	
-Effectiveness of teaching methodologies used in the classroom.		X
-Variety of teaching methodologies.		X
-Teaching methodologies are appropriate to the class size.		X

-The design of materials is appropriate to the class size.		**X**
-Employs non-lecture learning activities (i.e. small group discussion, student-led activities).		**X**
-Invites class discussion.	X	
-Employs other tools/instructional aids (i.e. technology, computer, video, overheads) according to the class size.		**X**
-Allows her students opportunities to participate in class.		**X**
-Takes time to clarify students´ doubts and questions.		**X**
- Keeps always concentrated during the development of the class.	**X**	
-Solicits student input.		**X**
-Involves a variety of students.		**X**
-Demonstrates awareness of individual student learning needs.		**X**

Class observed: Intensive Advanced English I, group 02, semester II-2018.

Professor's name: Griselda Pérez

N° of learners: 36   **Time:** 2 hours   **Date:** November 16th, 2018

Observers: Oscar Calderón, Ángel Domínguez, Walter López

PART I.

Directions: Indicate **Yes**, or **Not** when necessary towards the statements listed below by placing **X** in the appropriate box to the right of the column.

Category	Response	
Classroom conditions	**Yes**	**No**
-Is large enough for students to accommodate their desks.		X
-Is large enough for the teacher to monitor students.		X
-Has enough desks for students.	X	
-Is large enough to use different seating arrangements.		X
-Meets the conditions to leave sufficient space between the rows.		X

-Has enough space around for the teacher to monitor students during the evaluation.		X
-The space inside makes students feel comfortable.		X
-Offers adequate ventilation to minimize heat inside.		X
-The design requires a high tone of voice on the part of teacher to be heard.	X	

PART II.

Directions: Indicate **Presence or Absence** when necessary for the statements listed below by placing **X** in the appropriate box to the right of the column.

Students' behavior	Presence	Absence
-Disruptive behavior in some students.	X	
-Too much noise on the part of students.	X	
-Concentration when the teacher gives instructions for the exam.		X
-All of them are engaged and active.		X
-Show distraction during the development of the exam.	X	
-Show security and knowledge about the exam.		X
-Show cheating practices during the development of the written test.	X	
-Have clear instructions about the exams		X
Teacher's aspects		
-Takes attendance.	X	
-Gives clear and concise instructions to students.		X

-Is constantly monitoring students.	**X**	
-Makes good use of the space in the classroom to the distribution of students.	**X**	
-Uses other tools/instructional aids (i.e. technology, computer, cd player) in the implementation of the exam.	**X**	
-Takes time to clarify students´ doubts and questions.	**X**	
- Keeps always concentrated during the development of the exam.	**X**	
-Solicits student input.	**X**	

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CLASSROOM OBSERVATION
CHECKLIST

(DURING ORAL PRESENTATIONS)

Class observed: Intensive Advanced English I, group 02, semester II-2018.

Professor's name: Griselda Pérez

N° of learners: 36   **Time:** 2 hours   **Date:** November 22th, 2018

Observators: Oscar Calderón, Ángel Dominguez, Walter López

PART I.

Directions: Indicate **Yes**, or **Not** when necessary towards the statements listed below by placing **X** in the appropriate box to the right of the column.

Category	Response	
Classroom conditions	Yes	No
-Is large enough for students to accommodate their desks.		X
-Is large enough for the teacher to monitor students.		X
-Has enough desks for students.	X	
-Is large enough to use different seating arrangements, such as roundtable, semicircle, double semicircle, group pods, pair pods, etc.		X
-Is large enough for students for the development of simultaneous oral presentations.		X
-Has enough space around for students to display their materials during oral presentations.		X

-The space inside makes students feel comfortable.		**X**
-Offers adequate ventilation to minimize heat inside.		**X**
-The design requires a high tone of voice from students to be heard.	**X**	

PART II.

Directions: Indicate **Presence or Absence** when necessary for the statements listed below by placing **X** in the appropriate box to the right of the column.

Students' behavior	Presence	Absence
-Disruptive behaviors in some students.	**X**	
-Too much noise on the part of students.	**X**	
-Show Concentration when one group is developing its presentation.		**X**
-All of them are engaged and active.		**X**
-Get distracted during different states of the oral presentations.	**X**	
-Show active participation during the development of presentations.		**X**
Teacher's aspects		
-Takes attendance.	**X**	
-Facilitates technological resources like projectors, computers, and sound systems to students.	**X**	
-Interrupts the groups when their time for the presentation is over.	**X**	
-Gives the same amount of time to groups for the developing of their presentations.	**X**	

-Invites class discussion.	**X**	
-Takes time to clarify students´ doubts and questions.	**X**	
- Keeps always concentrated during the development of the presentations.	**X**	
-Gives feedback to groups at the end of their presentations	**X**	
-Demonstrates awareness of individual student learning needs.	**X**	

Cuadro nº 7

Detalle de personal docente de la Facultad de Ciencias y Humanidades por departamento, carrera y desagregación por tiempo de contratación y modalidad de contratación, a febrero 2018

| | | | | | DOCENTES DESAGREGADOS POR TIEMPO DE NOMBRAMIENTO Y MODALIDAD DE CONTRATACION | | | | | | | | | | | | | |
| Cor. | DEPARTAMENTO / ESCUELA | Código carrera | Cor. | CARRERAS | Ley de Salarios | | | | Contratos Permanente | | | | Contratos Eventuales | | | | Total General |
					T.C.	M.T.	2 HS,	Total personal en Ley de Salarios	T.C.	M.T.	2 HS,	Total contratos Permanentes	T.C.	M.T.	2 HS,	Total contratos Eventuales	
1	FILOSOFIA	L10405	1	LIC. FILOSOFIA	6			6				0	2	3		5	11
2	CIENCIAS SOCIALES	L10406	2	LIC. SOCIOLOGIA	26	1		27		1		1	3	2		5	33
		L10438	3	LIC. HISTORIA													
		L10439	4	LIC.TRABAJO SOCIAL													
		L10440	5	LIC.ANTROPOLOGIA SOCIOCULTURAL													
3	LETRAS	L10408	6	LIC.LETRAS	22			22				0	1	1	2	4	26
		L10441	7	LIC. BIBLIOTECONOMIA Y GESTION DE LA INFORMACIÓN													
		T10454	8	TECN.BIBLIOTECOLOGIA													
4	PSICOLOGIA	L10407	9	LIC. PSICOLOGIA	17	3		20				0				0	20
5	PERIODISMO	L10409	10	LIC. PERIODISMO	22			22	2			2				0	24
6	IDIOMAS EXTRANJEROS	L10411	11	LIC. IDIOMA INGLES	33	1		34	1			1	5			5	40
		L10412	12	LIC. LENGUAS MODERNAS													
7	CIENCIAS DE LA EDUCACION	L10427	13	LIC. EN CIENCIAS DE LA EDUCACION	15	3		18				0	5			5	23
		L10428	14	LIC. EDUC. FISICA													
		P10402	15	PROF.EDUC.BASICA													
8	ARTES	L10433	16	LIC. ARTES PLASTICAS OPCION CERAMICA	10			10				0	5			5	15
		L10434	17	LIC.ARTES PLASTICAS OPCION DISEÑO GRAFICO													
		L10435	18	LIC.ARTES PLASTICAS OPCION ESCULTURA													
		L10436	19	LIC.ARTES PLASTICAS OPCION PINTURA													
	TOTALES				151	8	0	159	3	1	0	4	21	6	2	29	192

Fuente: Administración Financiera, Facultad de Ciencias y Humanidades, año 2018

Estudiantes Inscritos, Aprobados y Retirados por Asignatura				
Ciclo P Año 2018				
Modalidad PR				
Carreras/Asignaturas	Inscritos	En Curso	Retirados	%Retirados
Licenciatura en Idioma Inglés: Opción Enseñanza				
Composición Inglesa I	119	116	3	2.52
Dibujo I	126	111	15	11.9
Didáctica del Idioma Inglés I	126	120	6	4.76
Didáctica del Idioma Inglés III	96	94	2	2.08
Didáctica General I	1	0	0	
Estadística Aplicada a la Educación	151	137	13	8.61
Ética y Teoría de los Valores	86	61	25	29.07
Filosofía General	2	0	0	
Fonología y Morfología Inglesa	119	114	5	4.2
Francés I	1	0	0	
Gramática Avanzada	146	137	9	6.16
Gramática Inglesa I	1	0	0	
Gramática Inglesa II	114	107	6	5.26
Historia de El Salvador y CentroAmérica	138	134	4	2.9
Inglés Avanzado Intensivo I	119	113	5	4.2
Inglés Básico Intensivo	1	0	0	
Inglés Intermedio Intensivo I	134	130	2	1.49
Inglés Intermedio Intensivo II	2	0	0	
Japonés I	3	0	3	100
Japonés II	5	4	1	20

CÓDIGO	CARRERAS- CICLO PAR-2018 ACTUALIZADO AL: 23/08/2018	Nuevo Ingreso		Antiguo Ingreso		TOTAL		TOTAL CICLO
		F	M	F	M	F	M	
	DEPARTAMENTO DE FILOSOFIA							
L10405	Licenciatura en Filosofía,Plan:2004	236	142	35	75	271	217	488
	SUBTOTAL	236	142	35	75	271	217	488
	ESCUELA DE CIENCIAS SOCIALES							
L10406	Licenciatura en Sociología,Plan:2005	30	13	58	76	88	89	177
L10438	Licenciatura en Historia,Plan:2002	32	17	42	52	74	69	143
L10439	Licenciatura en Trabajo Social,Plan:2009	43	7	303	82	346	89	435
L10440	Licenciatura en Antropología Sociocultural,Plan:2004	32	14	47	43	79	57	136
	SUBTOTAL	137	51	450	253	587	304	851
	DEPARTAMENTO DE PSICOLOGIA							
L10407	Licenciatura en Psicología,Plan:1998	38	11	498	201	536	212	748
	SUBTOTAL	38	11	498	201	536	212	748
	DEPARTAMENTO DE LETRAS							
L10408	Licenciatura en Letras,Plan:2009	54	21	158	92	212	113	325
L10441	Licenciatura en Biblioteconomía y Gestión de la Información, Plan 2012	12	7	47	22	59	29	88
T10454	Técnico en Bibliotecología,Plan:2012	15	8	42	17	57	25	82
P10429	Profesorado en Lenguaje y Literatura para Tercer Ciclo de Educación Básica y Educación Media ,Plan:2013	10	1	19	6	29	7	36
	SUBTOTAL	91	37	266	137	357	174	531
	DEPARTAMENTO DE PERIODISMO							
L10409	Licenciatura en Periodismo,Plan:1993	43	25	357	264	400	289	689
	SUBTOTAL	43	25	357	264	400	289	689
	DEPARTAMENTO DE IDIOMAS							
L10411	Licenciatura en Idioma Inglés: Opción Enseñanza,Plan:1999	39	23	356	270	395	293	688
L10412	Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés,Plan:2002	40	22	475	298	515	320	835
L10415	Licenciatura en Enseñanza del Inglés, Plan:2016 (MODALIDAD A DISTANCIA)	43	34	40	40	83	74	157

IX. TIMETABLE

TIMETABLE 2017

ACTIVY	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Group work selection	░	░	░	░												
Assessor assignment													░	░	░	░

TIMETABLE 2018

ACTIVY	MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
Topic assignment	■																																						
Statement of the problem		■																																					
Type of the study					■																																		
Research design						■																																	
Population and sample								■																															
Data gathering plan												■																											
Instruments-question Guideline interviews														■																									
Timetable																	■																						
Due date Research Profile																						■																	
Corrections																									■														
Profile presentation																											■												
Gathering Data																													■										
Application-Questionnaires and Interviews																																			■				

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Analyzing Data from questionnaires and Interviews																																					▓		
Corrections																																							▓	
Final Draft																																									

TIMETABLE 2019

	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ACTIVITY																
Due Date-Final report				▓												
Presentation													▓			