

UNIVERSITY OF EL SALVADOR

**SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**



UNDERGRADUATE RESEARCH

**PROBLEMS OF LARGE CLASS ON CLASSROOM MANAGEMENT THAT
STUDENTS OF INTERMEDIATE AND ADVANCED ENGLISH I OF THE FOREIGN
LANGUAGE DEPARTMENT FACE AT THE MAIN CAMPUS OF THE
UNIVERSITY OF EL SALVADOR DURING TERM II – 2011**

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TO GOD ALMIGHTY

I pay tribute to Him for permitting me reach one of my goals and for pouring out His love and blessings in my life “In all your ways acknowledge God, and He will guide your paths.”
Proverbs 3:6

TO MY MOTHER

Whose prayers, understanding, endless love, and sacrifice have been vital not only to accomplish this goal but also to provide me with the strength and faith to go on. Thanks for everything my angel. "Who can find a woman of virtue? For her value is far above rubies. She gets up while it is still night; she provides food for her family and portions for her female servants her children arise and call her blessed; her husband also, and he praises her: “Many women do noble things, but you surpass them all.”
Proverbs 31:10, 15, 28, 29

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For her love, care, trust, help, and advice that have helped me throughout my studies and life. Thank you, without you, this would not be possible my beloved granny. “The LORD bless thee, and keep thee: The LORD make his face shine upon thee, and be gracious unto thee: The LORD lift up his countenance upon thee, and give thee peace.” Numbers 6:24-26

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For he is such a blessing to my life
“Happy is the worshipper of the Lord,
who is walking in his ways. You will
have the fruit of the work of your
hands: happy will you be, and all will
be well for you. Yes, this will be the
blessing for the man who fears the
LORD.” Psalm 128:1, 2, 4

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Whose fraternity and affection have
helped and encouraged me. Thanks
also for cheering me up in my times of
sorrow. We're faithful forever. “There
is no greater love than to lay down
one's life for one's
friends. You are my friends if you do
what I command. I no longer call you
slaves, because a master doesn't
confide in his slaves. Now you are my
friends, since I have told you
everything the Father told me. ”
John 15:13 –15

BEATRIZ DE LA PAZ HENRÍQUEZ MAGAÑA

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My Lord, For being my Light, my Strength, my Guardian, my Father, and to whom I owe my very existence. Thanks for providing me wisdom, and the opportunity to finish successfully. "Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge Him, and He will make your paths straight" (Proverbs 3: 5, 6.)

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"Every good thing bestowed and every perfect gift is from above, coming down from the Father of lights..." (James 1:17) I am heartily thankful to my mother for the encouragement, guidance, and the support she provided me through my entire life.

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"The one who does not love does not know God for God is love" (1st John 4:8) Thank you for your unconditional love and support, for being part of my life because my life would not be the same, without you.

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Children are a gift from the Lord; they are a reward from him. (Psalm 127:3-5) For being the motivation and inspiration of my life.

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TO MY PARENTS

For their support, patience and their unconditional love "But if a widow has children or grandchildren, let these first learn to perform their religious duty to their own family and to make recompense to their parents, for this is pleasing to God". 1Timothy 5, 4

TO MY BROTHER AND SISTER

For their encouragement, and love during this process. "The way we came to know love was that he laid down his life for us; so we ought to lay down our lives for our brothers".
1 John 3, 16

TO MY BOYFRIEND

For always believing and supporting me. For his patience and love "And live in love, as Christ loved us and handed himself over for us as a sacrificial offering to God for a fragrant aroma". Ephesians 5, 2

PATRICIA DEL CARMEN GARCÍA SÁNCHEZ

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INTRODUCTION

Large class is a universal phenomenon nowadays. What is defined as a large class varies from teacher to teacher, university to university and country to country. Large classes are the reality for most universities in the country, especially for the University of El Salvador. Accordingly, teachers have to teach classes larger than the size they believe facilitates effective teaching and learning.

This investigation compiles relevant information about the undergraduate work: “The Problems of Large Class on Classroom Management that Intermediate and Advanced English Students of the Foreign Language Department Experience at the Main Campus of the University of El Salvador during Term II – 2011”. Therefore, the main purpose of this study was to identify the major problems of large class on classroom management that Intermediate and Advanced English students of the Foreign Language Department face at the main Campus of the University of El Salvador during term II – 2011.

At the very beginning of the investigation, the description of the problematic situation, objectives to be achieved, justification to carry out this investigation, and limitations are presented for the readers to know about the topic being investigated.

There are many factors which affect the teaching-learning process (Kyriacou, 1997). Among these, class size is considered one of the most important factors. The related literature clearly indicates that the class size and the effects associated with class size should be seriously taken into consideration by educators. Classes might be small or large in size. In both cases, teachers are expected to teach in an

effective way with the students' educational interests and learning experience in mind. That is why some recommendations are presented to be taken into account in order to help students to be aware of the problems they may face in order to have a satisfactory performance in their major. In the theoretical framework, the theory that functions as reference literature for the investigation is presented.

Regarding the methodology, the design was quantitative and the sample was formed by 195 students chosen randomly from the groups of Intermediate English I and Advanced English I. Besides, the procedures of data collection included three instruments: Two questionnaires and a checklist. The data processing, interpretation, and analysis were done through the use of the Statistical Package for the Social Sciences (SPSS) software and the software NVivo 7. Something that limited the investigation was that some of the questionnaires that were addressed to the students under study seemed not to be answered honestly. However, the point of view of the teachers and researchers helped to deal with those results.

Finally, this investigation embodies some conclusions and recommendations the researchers reached after the analysis and interpretation of the data. Besides, it presents the bibliographical references that are relevant in every research work to give reliability to the investigation.

ABSTRACT

The main purpose of this research project is to identify the major problems of large class on classroom management that Intermediate and Advanced English students of the Foreign Language Department face at the main Campus of the University of El Salvador during term II – 2011.

The investigation was aimed to answer the following question: What are the major problems of large class on classroom management that Intermediate English students experience at the Main Campus of the University of El Salvador during term II-2011?

The purpose of this research project was to verify the following hypothesis: Discomfort, lack of control, lack of individual attention, evaluation, and learning effectiveness are the major problems of large class on classroom management of Intermediate and Advanced English students of the Foreign Language Department at the Main Campus of the University of El Salvador during term I-2011.

This was a quantitative research study because mathematical model and hypotheses pertaining to the phenomenon were employed. Besides, the causal-comparative research design was used to determine how the independent variable “large class” affects the dependent variable “classroom management”. The unit of study was 195 students from the large Intermediate and Advanced English classes of the Foreign Language Department at the Main Campus of the University of El Salvador during term I-2011. To test the hypothesis, three instruments were used to collect data, which were processed and analyzed. Subsequently, it was found out

that problems of discomfort, control, individual attention, and learning effectiveness exist in the large groups of Intermediate English I and Advanced English I during term II-2011. Therefore, classroom management is affected significantly only by the problem of lack of control in such large groups. Thus, some recommendations were formulated from the discussion of the results to help students to overcome and face those problems.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

Class size is an ongoing issue in education which is continually expanding. The number of students in a class has the potential to affect how much is learned in a number of different ways (American Psychological Society, 2001). The size of language class at any educational level tends to be larger and larger. Teachers face many challenges teaching large classes which cannot be easily avoided; consequently, many investigations have been conducted in such environment in order to help teachers to cope with the problems arisen by the increase of students in the classroom.

Classroom management is essentially indispensable in the development of classes of English as a Foreign Language (EFL). Without good Classroom Management there is really no way that content can be taught effectively. Effective management of EFL large classes is a common topic among faculty in higher education. Managing a large group of students requires advanced organization and detailed planning; for that reason, classroom management is very important in any educational setting. If students are in a safe environment, then learning can take place (Yi, n.d.).

In El Salvador, it is very common for teachers at any level to teach a class with more than 30 students. Since the year 2003, in the University of El Salvador, there has emerged a significant growth of learning English as a foreign language. Since then, the number of students has increased significantly year by year in the Foreign Language Department at the Main Campus. For instance, this year there were so many students registered that the classrooms were not enough. Subsequently, there were more than 30 groups that had not been assigned classrooms by the Academic Administration. Moreover, in some cases the same classroom had been scheduled for different classes at the same time (Comunicado de Comité Técnico Asesor de la Facultad de Ciencias y Humanidades, sobre la Problemática de Nuevo Ingreso, 2011).

The number of English learners has increased at an overwhelming speed along with the rapid development of globalization and communication among all countries (Wang 2011). The Foreign Language Department at the Main Campus is having an excessive growth of students willing to study such language due to some factors related to their needs. Therefore, the number of advantages that nowadays speaking English has is so huge that students can easily get a job without having finished their major; for instance, they can get a job in other fields that are not directly related to the teaching area, such as hotels, airlines, call centers, tourism, airports, customer service, etc.

Unfortunately, student overpopulation is one of the most important issues that affects the teaching-learning process. The number of students in the majority of the subjects, taught in the Foreign Language Department, exceeds the number

established by experts in teaching a foreign language. According to Murphy (1998) a small class contains 13-17 students while a large class (regular) contains 22-25 students. Thus, Intermediate and Advanced English students at the Main Campus of the University of El Salvador during term II-2011 face a series of problems that large class has on classroom management.

Carbone and Greenberg (1998), found a general dissatisfaction among students with large classes citing such factors as inadequacy of classroom facilities and environment, lack of structure in lectures, lack of opportunity for discussion as some of the reasons for this. At the Foreign Language Department, the situation is depressing because there are some groups of 70 or more students in classrooms with capacity for 40 students (Crecimiento de Población Estudiantil de la Facultad de Ciencia y Humanidades UES, 2002-2008). Some of the students have to sit on the floor or stand next to the windows or doors even outside the classroom trying to listen to the teacher because of the lack of resources and facilities. Inside the classroom, the environment is stressful and the class does not run smoothly; there is a pile of desks, too much noise, and students at the back cannot hear and see clearly. The teacher gets students' attention for some minutes but suddenly they get distracted easily and noise takes over the class. Regarding the participation, not all the students have the chance to participate actively and sometimes the activities are dominated by the students that get a seat at the front of the classroom. Some other students are reluctant to participate because they feel ashamed to make mistakes in front of so many classmates or simply because they do not even know the directions. Also, not all the students can clarify their doubts to make sure whether

they are doing good or not. Unfortunately, all this causes a series of problems among the students and teacher. Hayes (1997) summarized the problems with teaching in large classes as follows: discomfort, lack of control, individual attention, evaluation, and learning effectiveness. Moreover, through spontaneous talks the researchers found out relevant information to support this situation. Though there are some students that have no major problems when being exposed to this kind of situation, the rest may face any problem in such environment. For example, a student said, *“For me it is not difficult to be with many classmates. It’s nice because I can make many friends; however, there is too much noise in the classroom. Besides, I think that the teacher does not even know the names of all of us”*. Other student expressed, *“I feel ashamed to participate because I am afraid of making mistakes in front of too many people. It is difficult to be and concentrate in that environment”*. Besides, a third student said, *“I don’t like those classes because there are a lot of people and I do not have the opportunity to participate and clarify my doubts. I have to leave the previous class in a hurry and rush to the class to try to get a seat. I’m fed up with that situation”*. These kinds of opinions were the most frequent among the students that were interviewed.

Taking into account the aspects previously mentioned, the following question emerged: **What are the major problems of large class on classroom management that students of Intermediate English I and Advanced English I of the Foreign Language Department at the Main Campus of the University of El Salvador face during term II-2011?**

1.2 OBJECTIVES

GENERAL OBJECTIVE:

- ✓ To identify the major problems of large class on classroom management that students of Intermediate English I and Advanced English I of the Foreign Language Department at the main Campus of the University of El Salvador face during term II – 2011

SPECIFIC OBJECTIVES:

- ✓ To determine whether problems of discomfort exist in the large class of Intermediate English I and Advanced English I courses of the Foreign Language Department at the Main Campus of the University of El Salvador during term II-2011
- ✓ To determine whether problems of control exist in the large class of Intermediate English I and Advanced English I courses of the Foreign Language Department at the Main Campus of the University of El Salvador during term II-2011

- ✓ To determine whether problems of individual attention exist in the large class of Intermediate English I and Advanced English I courses of the Foreign Language Department at the Main Campus of the University of El Salvador during term II-2011
- ✓ To determine whether problems of evaluation exist in the large class of Intermediate English I and Advanced English I courses of the Foreign Language Department at the Main Campus of the University of El Salvador during term II-2011
- ✓ To determine whether problems of learning effectiveness exist in the large class of Intermediate English I and Advanced English I courses of the Foreign Language Department at the Main Campus of the University of El Salvador during term II-2011
- ✓ To determine whether those problems of large class affect the classroom management in Intermediate English I and Advanced English I courses of the Foreign Language Department at the Main Campus of the University of El Salvador during term II-2011

1.3 JUSTIFICATION

The teaching of a foreign language is founded on an adequate curriculum that provides both the teachers and the students with the integral knowledge by giving the necessary tools to fulfill their expectations that consist of the development of the students' four macro skills. Since in the University of El Salvador student overpopulation presents a series of problems, the researchers attempted to identify the major problems that large class has on classroom management in the groups of Intermediate and Advanced English I at the Main Campus of the University of El Salvador during term II– 2011.

The present investigation awoke interest because there is a lack of studies focused on the problems that large class may have on classroom management since not enough attention is given to classroom management issues in language classrooms at the University of El Salvador. The few available studies are focused on the strategies that teachers use to cope with large classes and also on the main factors to achieve an excellent classroom management. So, this investigation is very relevant because there are lots of English students in the Foreign Language Department at the Main Campus every year who do not know how to deal with the problems a large class may arise. In fact, previous observation and spontaneous talks showed that many students face problems when being in a large class, especially Intermediate and Advanced English students for whom it is crucial to develop their four macro skills in these courses to be able to pass to the next level of language proficiency, English in this case.

It is clear from the few literature that large classes at university level generate some problems for teachers and students alike, which can contribute to less effective teaching and learning process. Therefore, to carried out this research was very important to make students and teachers aware of and cope with the problems arisen by large class on classroom management in order to find out the most important aspects that need more attention and avoid failing subjects, dropping out, changing major, and so forth. Even though it is not possible to eliminate these problems definitely, to pay attention to these problematic situations and give the corresponding solutions or alternatives may help to diminish them and improve the teaching –learning process of Intermediate and Advanced English students setting up recommendations and concrete activities which are expected to be taken into account by the Foreign Language Department at the Main Campus of the University of El Salvador. According to Mújica E. and Bellosta R. (2009), the adjustment of students to their new environment will let them complete their major satisfactorily and will help them to overcome the difficulties they find when they begin their major at the university.

1.4 LIMITATIONS

Since experts agreed that a large class has more than 25 students (Murphy 1998), the researchers decided to take into account for the administration of the instruments only the groups with more than 25 students. According to the official registration from the Academic Administration the seven groups of Advanced English I had more than 25 students. However, three of the teachers in charge of

those groups did not allow the researchers to observe their classes because they maintain that they had less than 25 students despite the researchers gave them a letter explaining the procedures and objectives of the investigation. Besides, a teacher did not want to collaborate to answer the questionnaire; he did not give it back to the team work. Furthermore, not all the groups of Intermediate English I were large. Even though there were 10 groups, the administration of the instruments was focused only on 8 groups because just those groups had more than 25 students. Also, the period to collect the data took longer since elections period to elect the authorities of the University of El Salvador took place. Consequently, the researchers could not administrate the instruments during the weeks they had scheduled. Moreover, some questionnaires addressed to the students under study seemed not to be answered honestly. However, the point of view of the teachers and researchers helped to deal with those results.

CHAPTER II

THEORETICAL FRAMEWORK

Over the last 15 years, many studies and methods have been used to investigate student teachers' point of view concerning the problems of class size with regards to the teaching-learning process. According to Croll and Hastings (1996), class size effects cannot be just a matter of the number of students in a class. The number of students must have an effect on other classroom processes and activities which themselves bear more directly on learning. Class size can affect significant and interrelated aspects of teacher's practice as classroom management (Wilson, 2006).

Class Size

Class size is an important factor of classroom management. Classes might be small or large, in both cases teachers are expected to teach in an effective way with the students' educational interest and learning. Thus, the definition of a small or large class may differ; for instance, Hayes (1997) says there is no quantitative definition of what constitutes a large class, as people's perception of this varies from context to context. Hargreaves, Galton, and Pell (1998) indicate that there is little agreement about the optimal size of a class. However, according to Murphy (1998) a small class contains 13-17 students while a large class (regular) contains 22-25 students.

According to Krieger (2003), teachers in small-size classes use more facial expressions, more eye contact, more positive remarks, spend more time on direct instruction than on classroom management and work more often in small groups than they do in the regular-size classes. Bennett (1996) designed a study to assess the attitudes and perceptions and experiences of head teachers, parents, and teachers related to the current situation regarding class size. Such study also attempted to determine whether class size affects the students' learning experience and the teachers' classroom practices. Furthermore, in smaller classes behavior is better and classroom management of behavior is easier (Cooper 1989).

The term "Large Class" generally sets up negative connotations of undesirable consequences and problems (Fahmida, 2007). English language teachers tend to view teaching English in large classes negatively. According to Hayes (1997), large English classes are often associated with disorderliness, lack of control, lack of concentration, lack of classroom interaction, and thus lack in the ability to speak English fluently. Kennedy and Kennedy (1996) feel that it is difficult to control what happens when the number of group passes a certain number. Harmer (2000) also finds out in his study that large classes bring difficulties to both teachers and students and process of teaching and learning. It is difficult for teachers to contact the students sitting at the back and for students to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions. However, not all English teachers think that class size matters; such teachers believe that a good teacher is good whether he teaches

small or large classes. Felder (1997), for example, argues that “there are ways to make large classes almost as effective as their smaller counterparts”.

Ur (2000) and Hess (2001) maintain that large classes can provide richer human resources and greater opportunities for creativity than smaller class; some Chinese researchers also identify some advantages of teaching large classes. Xu Zhichang (2001) notices that more students mean more ideas, and therefore, provide more opinions and possibilities. Therefore large classes bring not only challenges but also opportunities for teachers, as noted by Lewis and Woodward (1988), it is the teaching methodology rather than class size that contributes best to the efficacy of teaching.

Classroom Management

In the teaching learning process, classroom management stands at a position of essential importance. Good classroom management creates a learning environment where effective teaching and learning occur while poor classroom management often damages the students’ desire for learning and spoils the teacher’s passion for teaching no matter how well he has prepared for the class (Yi, n.d.).

Without good classroom management there is no way for learning to take place. According to British Council (2007), classroom management refers to the ability to plan, control, and facilitate interaction in the classroom that is appropriate to the activity and promotes learning. So an affective classroom environment for EFL

learning must contribute to a relaxed atmosphere in which the students feel easy and eager to involve themselves into the classroom activities.

Due to large class sizes limiting the learning environment, language teachers feel there are several pedagogical issues that are weakened at times. These include difficulties with speaking, reading, and writing tasks, difficulties with monitoring and giving feedback, problems in individualizing work, avoidance of tasks that are demeaning to implement, difficulty getting around the classrooms, and poor attention of students (Christensen, 1994).

According to Risley (1994), teachers also deal with management problems, such as pair/group work being difficult to execute, the high noise level that exists, the need for using a loud voice is tiring, impossibility to attend to all students, discipline problems, and difficulties giving back homework quickly after tests. Affective concerns include difficulty in learning student names, establishing affective rapport with students, attending weaker students, and assessing student interests and moods. Thus, Hayes (1997) summarized the problems with teaching in large classes as follows: 1) discomfort, 2) control, 3) individual attention, 4) evaluation, and 5) learning effectiveness.

1- Discomfort (caused by the physical constraints)

According to Cambridge Dictionaries Online (2011), discomfort is a feeling of being uncomfortable physically or mentally, or something that causes this. Many teachers are worried by the physical constraints imposed by large numbers in confined classrooms. They feel unable to promote student interaction, since there is

no room to move about. Some teachers also feel that teaching in large classes is physically very wearing (Hayes, 1997). Ely (1986) suggested an inverse relationship between "language class discomfort" and personality traits such as risk-taking and sociability. Besides, according to Strevens (1978), overcrowded classes reduce teacher's attention per pupil and produce real physical discomfort and distraction, extreme heat and cold in the classroom. Senior (1997) states that many teachers hold that a good language class has an atmosphere of a "feeling of warmth and comfort", "mutual support and respect", "a safe environment and absence of fear", "a feeling of cooperation, relaxation, and trust", etc.

2- Control

Teachers are often worried by the discipline aspects of large classes. They feel they are unable to control what is happening and that the classes become too noisy (Hayes, 1997). According to the Educational Dictionary (2001) control, in education, refers to the organized purposive management of learners and learning environments by a teacher. It is most often understood as the authoritative direction and ordering of pupil behavior. Like discipline, it is a term which sits uneasily with modern conceptions of freedom and equality and rights. Hess (2001) has admitted that teachers feel the loss of authority; they often feel that with a large number of students in a class it is more difficult to maintain discipline. Moreover, Kennedy and Kennedy (1996) stated that it is difficult to control what happens when the number of group passes a certain number.

3- Lack of Individual Attention

When students are in large classes it is very hard for the teacher to give every student individual attention. As far as students are attentive in the class, teacher's attention to individual hardly matters. Many teachers are concerned that they are neglecting the needs of their students as individuals (Hayes, 1997). Generally, these students who are neglected are those who need more help from the teacher. Lack of individual attention will become negative stimulus and cause students to lose their interest and be unwilling to cooperate with the teacher in class. What is more their negative feeling may spread to others, and make more students feel discomfort (depressed),so large class teachers should often take some measures in their class to arouse the students interest and initiative (Peng 2007). Not all students in a class need personal attention, because they are smart and grasp the lessons quickly by themselves. However some of the students who are a little weak can surely get personal attention of the teachers (Scribd 2011).

Using the students' names can help to build positive relationships between the teacher and the students, a key factor in classroom learning (Allen, 1999; Epanchin et al., 1994). Students may feel isolated if they are made to feel anonymous. Teachers should use students' names when eliciting and asking questions (Prodromou 1994). In larger classes, however, the sheer memory load of learning all of the students' names may make this impossible (Dudley-Evans & St. John, 1998; Hubbard et al., 1983; LoCastro, 1989). While teachers may wish to address the students individually by name, in large classes it is expected that the

teacher's use of students' names is less than in small classes. However, teachers are more likely to provide individualized attention in small class (Wilson, 2006). Blatchford (2003) showed the importance teachers attach to individual attention as the basis for effective teaching and how this suffered in larger classes and that in small classes pupils were more likely to be the focus of a teacher's attention. Conversely, in a large class there is more chance that a pupil would be in an 'audience' mode, that is, listening to the teacher address all pupils equally or another pupil. Small classes therefore seem to allow more individual attention, while in large classes students are more likely to be one of the crowd. (Yuan, 2006) in large class, the frequent teacher-student interaction will decrease significantly owing to the limitation of time and the super-size of the class. Teachers feel much harder to respond to the students as individuals.

4- Evaluation

Allen and Rueter (1990) stated that in a large class, the options for alternate types of evaluations other than the examination are limited. This limitation is primarily controlled by the number of students; any number over 100 makes alternate forms of evaluation very difficult. Teachers feel a responsibility for checking all of their students' work, and are worried if they cannot do so. Teachers worry that they cannot properly evaluate the students' work (Hayes, 1997). According to Redfield (2006) teachers too usually favor small classes, both for educational reasons (more personal attention) and also probably for efficiency reasons (it takes less time to correct homework and test, for example).

The criteria for evaluating teaching vary between disciplines and within disciplines, and should take into consideration the level of the course, the instructor's objectives and style, and the teaching methodology employed (The Teaching Assessment and Evaluation Guide, 2002) . Classroom assessment and grading practices have the potential not only to measure and report learning but also to promote it. Indeed, researches have documented the benefits of regular use of diagnostic and formative assessments as feedback for learning (Black, Harrison, Lee, Marshall, & William, 2004). It has been common in the educational lexicon to distinguish between assessment for certification (summative assessment) and assessment for learning (formative assessment) (Rowntree, 1987; Scriven, 1967).

Formative Assessment

Formative assessment of teaching can be carried out at any points during an instructional period, in the classroom or virtual environment, to compare the perceptions of the instructor with those of the students, and to identify gaps between what has been taught and what students have learned. The purpose of assessment is to find out what changes teachers might make in teaching methods or style, course organization or content, evaluation and grading procedures, etc in order to improve student learning. Assessment is initiated by the instructor and information and feedback can be solicited from many sources (for example, self, students, colleagues, consultants) using a variety of instruments surveys, on-line forms, etc (The Teaching Assessment and Evaluation Guide, 2002).

Formative assessments occur concurrently with instruction. These ongoing assessments provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Formative assessments include both formal and informal methods, such as ungraded quizzes, oral questioning, teacher observations, draft work, think-aloud, student-constructed concept maps, learning logs, and portfolio reviews.

Summative Assessment

Summative evaluation, by contrast, is usually conducted at the end of a particular course or at specific points in an instructor's career. The purpose is to form a judgment about the effectiveness of a course and/or an instructor. The judgment may be used for tenure and promotion decisions, to reward success in the form of teaching awards or merit pay, or to enable departments to make informed decisions about changes to individual courses, the curriculum or teaching assignments. At most universities, summative evaluation includes the results of teaching evaluations regularly scheduled at the end of academic terms (The Teaching Assessment and Evaluation Guide, 2002).

Summative assessments summarize what students have learned at the conclusion of an instructional segment. These assessments tend to be evaluative, and teachers typically encapsulate and report assessment results as a score or a grade. Familiar examples of summative assessments include tests, performance tasks, final exams, culminating projects, and work portfolios. Evaluative assessments command the attention of students and parents because their results typically "count" and appear on report cards and transcripts. But by themselves,

summative assessments are insufficient tools for maximizing learning. Waiting until the end of a teaching period to find out how well students have learned is simply too late. (McTighe and O'Connor, 2005).

5- Learning effectiveness

Learning is effective when learners are motivated and eager participants in their learning. Learners are aware of their progress and strengths. They make appropriate progress from their prior levels of attainment and wider achievements. They are responsible and contribute actively to the life of the school and the wider community. They are actively involved in their own learning and development and demonstrate increasing skills (Perth & Kinross 2008-2009).

According to the Institute of Education (2002), learning is that reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge. All teachers want their students to learn; they are understandably worried if they don't know who is learning. Strevens (1978), argued that an overcrowded class is one of the constraints on teaching /learning effectiveness. Mutawa' and Kailani (1989) stated that large classes make it difficult for the teacher to supervise pupils which would lead to ineffectiveness in teaching and learning. Apart from opening oneself up to other people, sharing in the language classroom means that students help each other develop effective learning strategies that enable them to increase their repertoire of cognitive skills (Turula 2002).

2.1 HYPOTHESIS

Discomfort, lack of control, lack of individual attention, evaluation, and learning effectiveness are the major problems of large class on classroom management that students of Intermediate English I and Advanced English I of the Foreign Language Department at the main Campus of the University of El Salvador face during term II – 2011

2.2 OPERATIONALIZATION OF VARIABLES

General Objective	Hypothesis	Unit of observation	Variables	Definition of the variable
<p>To identify the major problems of large class on classroom management that students of Intermediate English I and Advanced English I of the Foreign Language Department at the main Campus of the University of El Salvador face during term II – 2011</p>	<p>Discomfort, lack of control, lack of individual attention, evaluation, and learning effectiveness are the major problems of large class on classroom management that students of Intermediate English I and Advanced English I of the Foreign Language Department at the main Campus of the University of El Salvador face during term II- 2011</p>	<p>Students of Intermediate English I and Advanced English I courses of the Foreign Language Department at the Main Campus of the university of el Salvador during term II-2011</p>	Class size	<p>A small class contains 13-17 students large class (regular) contains 22-25 students.</p>
			Discomfort	<p>Is a feeling of being uncomfortable physically or mentally, or something that causes this</p>
			Control	<p>Usually refers to the organized, purposive management of learners and learning environments by a teacher. It is most often understood as the authoritative direction and ordering of pupil behavior.</p>
			Individual attention	<p>An act or process of focusing on one or more information in the content of one's consciousness to provide special clearance to essentials. By restricting one's sensory input from the environment's unwanted aspects By providing attention to the student, the teacher is making sure the student stays focused on the learning situation.</p>
			Evaluation	<p>Is often used in education relating to judgments about the effectiveness of practice, policy, or about professional competence</p>
			Learning effectiveness	<p>Reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge</p>

General Objective	Unit of observation	Variable	Indicators
To identify the major problems of large class on classroom management that students of Intermediate English I and Advanced English I of the Foreign Language Department at the Main Campus of the university of el Salvador during term II – 2011	Students of Intermediate English I and Advanced English I courses of the Foreign Language Department at the Main Campus of the university of el Salvador during term II-2011	Class size	a small class contains 13-17 students a large class (regular) contains 22-25 students
		Discomfort	It relates to classroom facilities; physical space, environment /atmosphere, sitting, noise level ,extreme heat or cold, students' and teachers' needs (enough desks, sight , lights, board, tables, chair, etc.), students'/teachers' mood (anxious, ashamed, bored, relaxed, uncomfortable, etc.), difficulty to listen
		control	It relates to discipline aspects; establishing rules (late arrivals, leaving the class too early frequently, use of cell phones, etc.) noise level, distractions, too much talk, students' attention and interest , behavior problems, disruptions (cell phones, iPods, pen taping) or any other situation
		individual attention	Student-teacher and teacher-student interaction, eye contact, learning the students' names, do not recognize some students, monitoring students' work, individual assistance, students' needs, etc.
		evaluation	It involves formative and summative assessment; giving feedback, exams, reports, research papers, essays, presentations, group projects, portfolio, students' participation, delay to give grades, attendance, monitoring, etc.
		learning effectiveness	refusal to participate, no chance to participate, no chance to clarify doubts, no chance to get involved in every activity, effective teaching-learning process, dismiss a variety of activities to develop the four macro skills

CHAPTER III

METHODOLOGICAL DESIGN

This chapter explains the procedure followed to carry out the investigation. First, a brief description of the type of research is presented. Second, the descriptions of the population and sample are included. Third, the research techniques and instruments are described in the order they were used. Finally, the process that was followed to analyze and interpret data is presented as well.

3.1 TYPE OF PARADIGM AND TYPE OF RESEARCH

This research was a quantitative study because it measured students' and teachers' opinions and how they thought and acted in a particular way in relation to the problem under study as well. Besides, the causal-comparative design was used to determine how the independent variable "large class" affects the dependent variable "classroom management". The investigation was carried out in the natural environment where the phenomenon occurs.

3.2 POPULATION AND SAMPLE

In order to carry out this research, the researchers took into account eight groups of Intermediate English I and four groups of Advanced English I of the Foreign Language Department at the Main Campus of the University of El Salvador during term II-2011. The researchers administrated the questionnaires to all the students of the 12 groups summing up a total population of 394 students. So, by

using the following formula the researchers were able to obtain the sample which was of 195 students.

$$n = \frac{Z^2 P Q N}{E^2 (N-1) + Z^2 P Q}$$

$$n = \frac{(1.96)^2 (0.5) (0.5) 394}{(393) (0.05)^2 + (1.96)^2 (0.5) 0.5}$$

$$n = \frac{378.3976}{0.9825 + 0.9604}$$

$$n = \frac{378.3976}{1.9429}$$

$$n = 194.75$$

$$n = 195$$

Where: **n** = sample; **N** = population; **Z** = score; **PQ** = percentage to be included or excluded; **E** = standard error.

The general population was composed of 394 students and by using this formula the researchers were able to obtain the sample which was of 195 students. Having determined the sample, 195 students were picked out randomly using a Table of Random Digits (Rand Corporation, 2011). In this way, each individual had the same probability of being chosen from the entire population.

3.3 RESEARCH TECHNIQUES AND INSTRUMENTS

For conducting the data gathering, the researchers got the consent of the teachers and students involved. The consent of the teachers in charge of the groups was required to carry out the observation and the administration of the questionnaires. Moreover, the research team gave the teachers a letter explaining the procedures and objectives of the investigation.

In order to identify the problems of large class on classroom management on Intermediate and Advanced English students at the Central Campus of the University of El Salvador during term II – 2011, two techniques were used: the questionnaire and the observation. For conducting the data collection, the following instruments were used:

- Two questionnaires: one addressed to the Intermediate and Advanced English students of the Foreign Language Department at the Main Campus of the University of El Salvador during term II-2011 with the purpose of gathering information about the problems of large class on classroom management (annex A) and the other questionnaire was addressed to the teachers in charge of the subject to know their opinions about the same aspects (annex B).
- A checklist (structured observation) (annex C): it was used to observe behaviors and attitudes of the students in their environment about the about the different aspects related to the problems of large class on classroom management in the groups of Intermediate and Advanced English I of the

Foreign Language Department at the Main Campus of the University of El Salvador during term II-2011.

3.4 PROCESS TO VALIDATE INSTRUMENTS

After the elaboration of the instruments, their validation and application followed. First, the researchers requested the assistance to three specialized professors in the field in order to validate them. In this way, the instruments were improved because the professors recommended some changes. Second, after making the pertinent changes to the checklists and the questionnaires, the researchers validated the instruments with a group of ten students who were part of the population. Students and researchers scheduled the date and time for the administration of the questionnaires. For answering the questionnaires, students took about 12 minutes. Subsequently, the researchers asked them some questions in order to find out whether they had had any doubt about the items. Furthermore, they verify whether the questionnaires were answered correctly or if there were some items left, as well. Fortunately, the students did not have any trouble when answering the questions. All of them were correctly filled in. Regarding the checklist, the researchers observed a class to find out if problems could arise when answering it, but there were any problems. Finally, a third way of validating the instruments was applied. The researchers introduced the items of the two questionnaires into the SPSS (Statistical Package for the Social Sciences) and the checklist to the program NVivo as well to verify if they could be processed. Hence, no more changes were required.

3.5 PROCESS TO ANALYZE AND INTERPRET DATA

The analysis was based on all the information gathered from the instruments that were used. In this way, the results were more objective since it was taken into account the point of view not only of the students, but also the teachers and the researchers.

After collecting data from the administered instruments, the researchers did the following: First, they numbered the questionnaires and checklists. Next, to build the necessary databases the Statistical Package for the Social Sciences (SPSS) software was used and enabled further analysis and interpretation of relevant data. The procedure was done through the use of Univariate Analysis (descriptive statistics) since it enables the examination of each variable of the study. Thus, for generating the 67 graphs from the two questionnaires addressed to the students (annex F) and teachers (annex G), frequency statistics were used. After generating those graphs, the graphs of each questionnaire were classified in relation to the five variables under study. By this means, to create five graphs from the teachers' questionnaires and five from the students' questionnaires to represent each of the variables, the mean was applied. To compute the mean, the sum of the values of every graph belonging to each variable was taken and divided by the number of the values. In this way, the researchers could obtain five graphs to represent the teachers' point of view and five to represent the students' point of view. Finally, for building up the five comparative graphs presented below, the highest percentages from the teachers' and students' graphs of each variable were taken into account.

Besides, the program NVivo was of great help in this phase as well because it allowed the researchers to organize the checklists. In this way, researchers could compare patterns within the categories and across documents in order to analyze and interpret data to draw pertinent conclusions. One important aspect that was taken into account at the moment of dealing with the data was confidentiality. Details that could allow individuals to be identified were not required. Moreover, the data was not shared with anybody else but the researchers because data protection was important to avoid total or partial reproduction. Finally, another important aspect that was taken into consideration was objectivity which required intellectual honesty and impartiality to avoid subordination of judgments.

CHAPTER IV

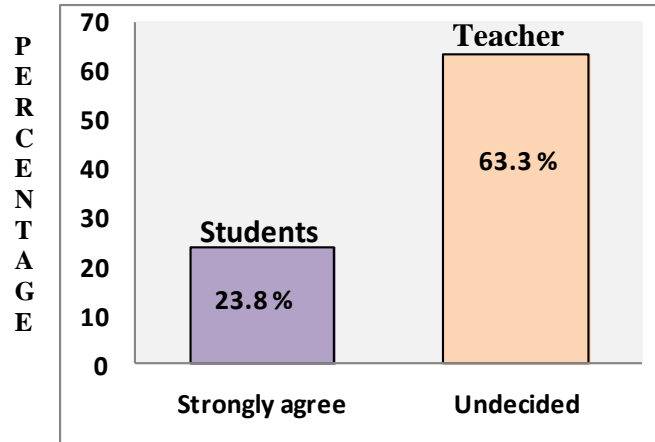
ANALYSIS AND INTERPRETATION OF DATA

The following analysis is based on all the information gathered from all the instruments used: a checklist and two questionnaires. A checklist was used to observe students' behaviors and attitudes inside the classroom about the different aspects related to the problems of large class on classroom management. Two questionnaires were administered to Intermediate and Advanced English students of the Foreign Language Department at the Main Campus. The last questionnaire was addressed to the teachers in charge of these groups to know their opinions about the same aspects. Thus, all the information was analyzed according to the variables under study; that is, discomfort, control, evaluation, individual attention, and learning effectiveness.

Variable 1: DISCOMFORT

In the large class, limited and poor facilities such as physical space, environment, noise level, few desks, etc. make students and teachers feel uncomfortable. For this graph, items from 1 to 13 of the questionnaire addressed to intermediate and advanced English students (annex A) were taken into account and items from 1 to 6 of the questionnaire addressed to intermediate and advanced English instructors (annex B), as well.

Graph 1



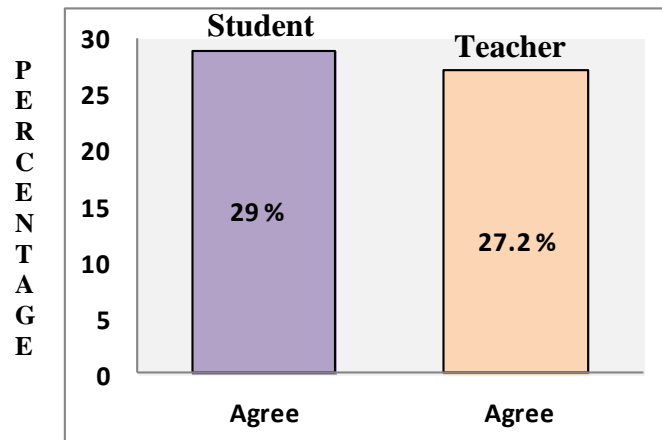
Source: Questionnaire administered to Intermediate and Advanced English students and teachers

Students strongly agree that limited and poor classroom facilities make them feel uncomfortable in the large class. As regards to the teachers, they are undecided. This could happen because this problem affects more directly to the students than the teachers. While some teachers look relaxed teaching in the large class, the majority of them look uncomfortable with this situation since they could hardly move around the classroom and do not even have a table to place their material or aids to teach.

Variable 2: CONTROL

In the large class, discipline problems ,behavior problems, disruptions, lack of students' attention and interest, noise level, monitoring, distractions, etc. are difficult to control. For this graph, items from 14 to 21 of the questionnaire addressed to intermediate and advanced English students (annex A) were taken into account and items from 7 to 12 of the questionnaire addressed to intermediate and advanced English instructors (annex B), as well.

Graph 2



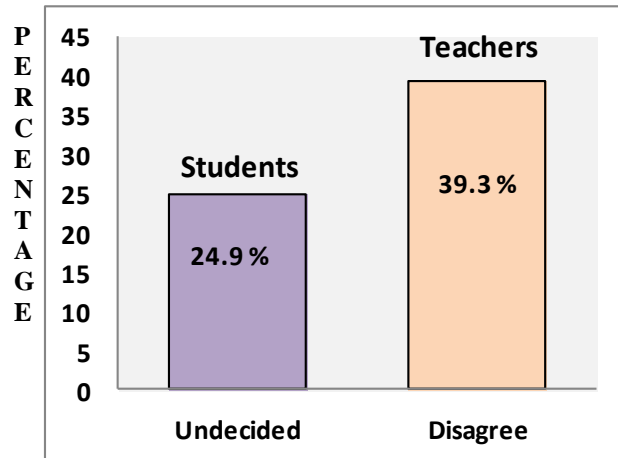
Source: Questionnaire administered to Intermediate and Advanced English students and teachers

Definitely, students and teachers agree that there is lack of control in the large class. It is difficult to maintain students' attention, interest, in such overcrowded classes where noise takes over the class again and again and students get distracted easily. Besides, this problem could be observed more in the groups with young teachers in charge.

Variable 3: INDIVIDUAL ATTENTION

In the large class, it is not difficult for the teacher to give every student individual attention. For this graph, items from 22 to 27 of the questionnaire addressed to intermediate and advanced English students (annex A) were taken into account and items from 13 to 18 of the questionnaire addressed to intermediate and advanced English instructors (annex B), as well.

Graph 3



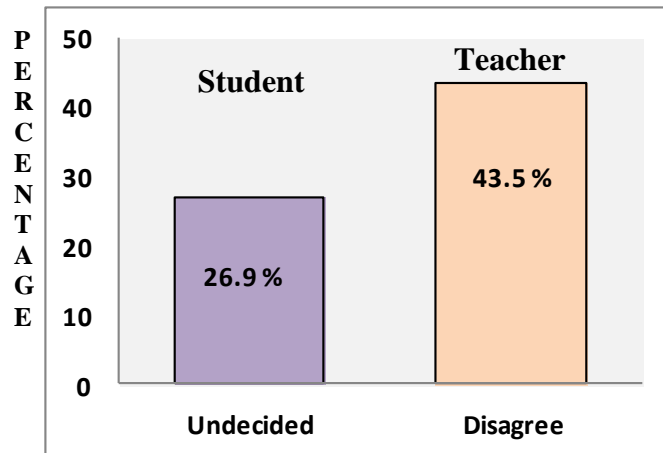
Source: Questionnaire administered to Intermediate and Advanced English students and teachers

The majority of the students are undecided whether the teacher is able to provide individual attention to every student in the large class. On the other hand, teachers agree that in the large class it is not possible to provide individual attention to every student. Moreover, researchers could observe that there is a lack of individual attention since there were too many students to pay special attention to every of them.

Variable 4: EVALUATION

In the large class, to evaluate the students by formative and summative assessment is difficult. For this graph, items from 28 to 31 of the questionnaire addressed to intermediate and advanced English students (annex A) were taken into account and items from 19 to 23 of the questionnaire addressed to intermediate and advanced English instructors (annex B), as well.

Graph 4



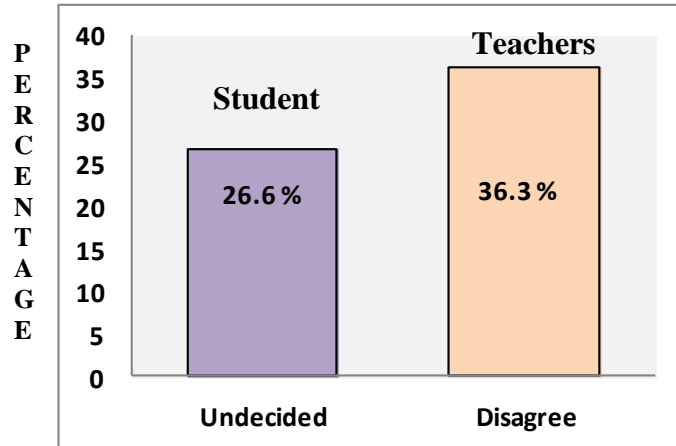
Source: Questionnaire administered to Intermediate and Advanced English students and teachers

A great part of the students are undecided whether there are problems of evaluation by using formative and summative assessment in the large class. Conversely, the teachers disagree with that statement mainly because researchers noticed that the majority of the teachers have two teacher assistant to help them in and out the class with these issues.

Variable 5: LEARNING EFFECTIVENESS

In the large class, no chance to participate, refusal to participate, no chance to clarify doubts, no chance to get involved in every activity, makes the teaching-learning process ineffective. For this graph, items from 32 to 36 of the questionnaire addressed to intermediate and advanced English students (annex A) were taken into account and items from 24 to 31 of the questionnaire addressed to intermediate and advanced English instructors (annex B), as well.

Graph 5



Source: Questionnaire administered to Intermediate and Advanced English students and teachers

A great percentage of the teachers agree that the learning process is effective in the large class. However, a significant part of the students is undecided about the statement. Nevertheless, according to what the researchers could observe, the learning is not effective satisfactorily since not all the students have the chance to be involved in the activities, participate, or clarify their doubts. Mainly, only the student sit at the front are participating and getting involved in the activities most of the time.

GENERAL INTERPRETATION

To determine the problems of large class on classroom management that Intermediate and Advanced English students of the Foreign Language Department at the Main Campus of the University of El Salvador during term II-2011 face, it is necessary to make a precise analysis. Problems of discomfort, control, individual attention, evaluation, and learning effectiveness have been investigated and analyzed by means of a questionnaire and class observation.

The results show that the problem of discomfort affects more directly to the students than the teachers. Especially, it is reflected in the items about atmosphere and physical space. The researchers attribute that students feel more uncomfortable than teachers because teachers have a specific place to be in the classroom, but students have to be early or rush from class to class if they want to find a place to be comfortable during the class.

Regarding the problem of control, results reveal that students and teachers agree that there are some inconveniences to maintain the control in the large class; that is, especially problems with noise level, distractions, too much talk, and students' attention and interest. Consequently, this problem is the only one that affects directly classroom management since maintaining discipline or managing the class properly is one of the most difficult tasks for teachers. It could be seen in the observations that maintaining students' interest and attention was not easy for some of the teachers, especially for young teachers. Noise and distractions were very

frequently during the classes. Besides, many of the teachers were not able to notice and some others did not even care if one or more students were not interested or doing other things not related to the class because the classroom was too crowded to notice it.

As regards to individual attention results show that the students are undecided whether the teacher provides individual attention to all of them in the large class. Conversely, teachers agree that in the large class it is not possible to provide individual attention to every student. To support this, the researchers can state that there is a significant lack of individual attention. This was very evident during the class; students were asking for teacher's assistance and the teacher was not able to help all the students since they were too many. In some classrooms, the teacher could not even move around the room because of the large number of students to monitor their work. Students do not receive the same level of attention in a large class; there is a little chance to interact with the teacher and it takes a great deal of time to give feedback to students equally. In addition, many students are often found left behind in a large class. Hence, only the students who were closer get the teacher's assistance, generally.

Concerning evaluation problem, the students are undecided whether there are problems of evaluation or not in the large class. On the other hand, the teachers disagree with that statement. Therefore, researchers state that teachers do not have problems of evaluation since the majority of teachers have two teacher assistants to help them inside and outside the classroom to cope with this issue. In some cases, it

was observed that teacher assistants also help the teacher to monitor students and give feedback at the right moment.

As regards to learning effectiveness, it was found out that the result is not satisfactory. Even though teachers agree that learning is effective, students are undecided. But observational and comparative data helped the researchers to find out that while learning can occur in such settings, the quality and quantity of teaching and learning tends to be much lower. During the class, a considerably number of students had not a good performance. Mainly, they show refusal to participate though the teacher motivated to do it. Also, not all of them have the chance to participate in the activities; hence, they could not clarify their doubts. There is a variety of obstacles that emerge within large classrooms that can negatively impact teaching and learning making the teaching –learning process low. Mutawa´ and Kailani (1989) stated that large classes make it difficult for the teacher to supervise pupils which would lead to ineffectiveness in teaching and learning.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Large classes in many countries are, especially in third world countries, unavoidable. There are the typical features that characterize the education systems of those countries. Therefore, teachers of large classes have to apply different teaching techniques in order to manage these kinds of groups.

Nowadays it becomes a common phenomenon for the teacher to face many disruptive behaviors in the classroom. Before it becomes a serious classroom management problem, teachers should have the ability to employ affective organizational practices. These kinds of practices facilitate the teaching process and are essential to establish and maintain classroom control. Classroom management would not be a challenging task for any teacher if they have the proper knowledge of classroom management theories and techniques. The only thing they have to do is to concentrate on the proper applications of those techniques according to the classroom environment and situation.

EFL classroom management should be aimed at establishing an appropriate environment for effective teaching and learning rather than discipline, order or control over the class. Discipline and control may be used as secondary means to achieve a desirable learning environment, a learning environment with a relaxed atmosphere and with plenty of opportunities for all the students to participate,

practice, and expressing their own ideas. Discipline problems should be prevented before they appear rather than be solved after they come to the class. Therefore, teachers should be aware of their role in the class, they are the managers or facilitators of the class who create and maintain a positive environment for students to speak, act, and play their role and thus learn actively and effectively in it.

Regarding large classes, it is kind of difficult for teachers to differentiate their instructional methods that may satisfy individually students' needs. The big number of students, each with different needs, makes such personalization difficult. Furthermore, within such crowds of students, teachers tend to require more time for classroom management. While large classes seem to be an inevitable problem at the University of El Salvador, it should not be assumed that the substandard teaching and learning that occurs there cannot be improved. Definitely, learning can occur in such settings, but the quality and quantity of teaching and learning tends to be much lower.

Understanding individual students as much as possible in the large English class is very important because the feeling of being cared by the teacher may lead students to interest and passion in learning, while the feeling of being neglected may disappoint the learners from the beginning and quit. In large classes the opportunity for contact between the teacher and students is significantly reduced because the teacher gives only general instructions to all the students, so when the students cannot get enough attention they become less interested in learning.

Finally, it can be said that a large class is a relative concept. Problems and difficulties of teaching associated with large classes can also be found in smaller

classes. Teachers need to view large classes from a different perspective and recognize that despite of so many disadvantages they can also provide many opportunities for teaching and learning. Definitely, class size is a determining issue that affects teaching efficiently. Teachers need to enhance their innovative awareness and capabilities for developing effective ways for dealing with large classes based on the characteristics of large classes.

RECOMMENDATIONS

- ✓ The Academic Administration should deal with the problems of overcrowded classes by increasing the number of English classroom facilities in order to give the students more opportunities to learn effectively.

- ✓ Workshops or seminars should be held to bring together teachers from various universities or campuses with the purpose of comparing methods and exchanging ideas about their own experiences in dealing with the problems which are associated with the teaching of English in large class.

- ✓ Teachers of the Foreign Language Department should have more training opportunities regarding the use of effective teaching strategies such as cooperative learning and group discussion.

- ✓ Further studies are needed to investigate the effects of large classes on English language teachers at the foreign Language Department of the University of El Salvador.

- ✓ It is worth mentioning that despite the disadvantages of teaching English in large classes, not all students are against learning in large classes. Therefore, teachers of the Foreign Language Department should vary their teaching techniques accordingly, in order to ease the problems of teaching, and assessing large classes which result from the lack of teaching staff, facilities and space.

- ✓ If the Foreign Language Department at the Main Campus of the University of El Salvador cannot avoid teaching in large classes, administrators need to provide sessions where students can practice in small groups and consult with their teachers.

- ✓ Teachers of the Foreign Language Department should foster students' independent learning abilities and reduce their dependence on teachers only.

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ANNEXES

GROUP: _____

DATE: _____

CUESTIONARIO DIRIGIDO A ESTUDIANTES DE INGLES INTERMEDIO INTENSIVO I Y AVANZADO I

INDICACIÓN: Por favor, indique con una X su grado de acuerdo o desacuerdo respecto a las siguientes afirmaciones

Objective: To know the students' opinion toward the problems of large class on classroom management that exist in the Intermediate and advanced English groups of the Foreign Language Department at the main campus of the University of El Salvador during term II-2011

Directions: Kindly mark with the sign X for each of the following items according to your point of view. So, please be as objective as possible.

Nº	ITEM	Strongly agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly disagree (5)
1	I do not like the large class because it is uncomfortable.					
2	In the large class, it is difficult for the teacher to conduct activities that require students' interaction because of the space (group work, couple work, interviews, circles, lines, etc).					
3	In the large class, it is difficult to find a front row seat when I come late					
4	If I sit at the back of the classroom, I can't see clearly the board.					
5	In the large class, I cannot hear the teacher's instructions clearly if I sit at the back of the classroom.					
6	In the large class, the atmosphere is favorable to learn.					
7	The atmosphere in the large class encourages me to learn.					

Nº	ITEM	Strongly agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly disagree (5)
8	In the large class, the weather extreme heat, or cold do not make me feel uncomfortable.					
9	Because the class is overcrowded, I feel uncomfortable and anxious.					
10	In the large class, I feel relaxed.					
11	In the large class, the atmosphere is noisy and stressful.					
12	In the large class, there is enough space to move easily.					
13	I think the classroom adjusts all the students' needs.					
14	In the large class, I think the teacher is able to control discipline and behavior problems.					
15	I get distracted easily in the large class					
16	In the large class, the teacher is able to control different kinds of disruptions such as: cell phones, iPods, speaking aloud, and pen twirling/tapping are too frequent.					
17	In the large class, the teacher is able to control any situation that may come up.					
18	The teacher is good at having students' attention and interest.					
19	In the large class, I can use my telephone mobile without problems.					
20	In the large class, to establishes some discipline rules since the beginning of the term (late arrivals, leaving the class too early frequently, attendance, etc) is very important					
21	In the large class, there are more opportunities for me to cheat.					

Nº	ITEM	Strongly agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly disagree (5)
22	In the large class, the teacher has time to help all the students.					
23	In the large class, the teacher remembers all the students' names.					
24	The teacher recognizes me in and outside the large class.					
25	The teacher is able to maintain eye contact during the class.					
26	There is a good teacher-student interaction in the large class.					
27	I think the teacher knows all the students' needs in the large class.					
28	In the large class, the teachers takes too long to check/give back assignments (exercises, exams, workbooks, homework, etc)					
29	In the large class, the teacher is able to monitor all the students' work constantly.					
30	In the large class, the teacher gives feedback at the right moment.					
31	In the large class, it is important to have a rigorous control of the students' attendance.					
32	In the large class, students have equal chances to participate and practice.					
33	The teaching-learning process is effective in the large class.					
34	In the large class, the opportunities to clarify doubts are so few					
35	In the large class, I have the opportunity to get involved actively in the activities.					
36	I like to participate in the large class.					

QUESTIONNAIRE ADDRESSED TO INTERMEDIATE AND ADVANCED ENGLISH INSTRUCTORS

GROUP: _____

DATE _____

Objective: To know the instructor's opinion toward the problems of large class on classroom management that exist in the Intermediate and advanced English groups of the Foreign Language Department at the main campus of the University of El Salvador during term II-2011

Directions: Kindly mark with the sign X for each of the following items according to your point of view. So, please be as objective as possible.

Nº	ITEM	Strongly agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly disagree (5)
1	In the large classroom, the students can move easily.					
2	In the classroom, there is enough space to do any kinds of activities					
3	In the large class, I have to speak very loud because the students can hardly hear me					
4	I feel relaxed teaching a large class					
5	The classroom adjusts all the teacher's needs					
6	In the large class, noise takes over the class					
7	In the large class, discipline and behavior problems are easy to control					
8	In the large class, students get distracted very easily					
9	In the large class, different kinds of disruptions such as: cell phones, iPods, and pen twirling/tapping are too frequent					

Nº	ITEM	Strongly agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly disagree (5)
10	In the large class, it is easy to control any kind of situation					
11	In the large class, it is easy to maintain students' attention and interest.					
12	In the large class, to establish some discipline rules since the beginning of the term (late arrivals, leaving the class too early frequently, attendance, etc) is very important.					
13	In the large class, I have time to help all the students.					
14	In the large class, I remember all the students' names easily.					
15	In the large class, I have no difficulty to recognize the students in and outside the classroom.					
16	In the large class, to maintain eye contact with all the students is easy.					
17	In the large class, there is a good teacher-student interaction.					
18	In the large class, there's no difficulty to know all the students' needs.					
19	In the large class, it takes too long to check all the students' work (exercises, exams, assignments).					
20	In the large class, cheating is easy to be noticed.					
21	In the large class, all the students can be monitored without difficulty.					
22	In the large class, it is easy to evaluate the students by using Summative assessment.					

Nº	ITEM	Strongly agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly disagree (5)
23	In the large class, it is easy to evaluate the students by using formative assessment					
24	In the large class, I give feedback at the right moment.					
25	In the large class, a rigorous control of all the students' attendance can be kept.					
26	In the large class, all the students have the chance to clarify their doubts.					
27	In the large class, students have equal chances to participate and practice.					
28	In the large class, the teaching-learning process is effective.					
29	In the large class, there is a variety of activities so that the students can develop the four macro skills.					
30	In the large class, students get involved actively in the activities.					
31	In the large class, the students show no refusal to participate.					

OBSERVATION GUIDE

GROUP: _____

DATE: _____

Objective: to observe behaviors and attitudes of the students in their environment about the problems of large class on classroom management that Intermediate English students of the Foreign Language Department experience at the Main Campus of the University of El Salvador during term II – 2011”.

DISCOMFORT

1. - In the classroom, there is enough space, so that, students can move easily to do any kind of activities.

2. In the large class, what are the students’/teachers’ mood (anxious, ashamed, bored, relaxed, uncomfortable, etc.)?

3. - The classroom adjusts all the teacher and student’s needs students’ and teachers’ needs (enough desks, sight, lights, board, tables, chair, etc.

4. - In the large class, the noise takes over the class.

CONTROL

5. - In the large class, the teacher is able to control the discipline and behavior problems or any kind of situation that may arise during the class.

6.- In the large class, students get distracted very easily.

7. - In the large class, there are different kinds of disruptions such as: cell phones, iPods, and pen twirling/tapping.

8. - In the large class, it is easy for the teacher to maintain students' attention and interest.

9.- In the large class, the teacher establishes some discipline rules since the beginning of the term (late arrivals, leaving the class too early frequently, etc).

INDIVIDUAL ATTENTION

10.- In the large class, the teacher has time to help all the students.

11.- In the large class, the teacher remembers all the students' names.

12. - In the large class, the teacher maintains eye contact with all the students.

13. - In the large class, there is a good teacher-student/ student-teacher interaction.

EVALUATION

14. - In the large class, the teacher monitors all the students without difficulty.

15. - In the large class, the teacher gives feedback at the right moment.

16. - In the large class, the teacher keeps a rigorous control of all the students' attendance.

LEARNING EFFECTIVENESS

17. - In the large class, all the students have the chance to clarify their doubts.

18. - In the large class, there are equal chances for the students to participate and practice.

19. - In the large class, the teaching- learning process is effective

20. - In the large class, there is a variety of activities so that the students can develop the four macro skills.

21.-In the large class, there is an active involvement of the students in the activities.

22.-In the large class, the students show no refusal to participate.

Objective	Variable	Indicator	Informant1	Informant2	Informant3	Informant4	Informant5	Informant6
To identify the problems of large class on classroom management that intermediate and advanced English students of the Foreign Language Department experience at the main Campus of the University of El Salvador during term II – 2011	Discomfort	Physical space	No, there is not. There are too many desks and students, so that students move with difficulty.	No, there is not. There are too many students and desks. They cannot move easily therefore, there are some activities that the teacher does not do because of the space.	No, there is not. Students make groups to work in an activity but they move with difficulty because of the desks and the other students	There is not enough space because the number of students is large, and there are too many desks. So it is difficult for students to move around.	It is difficult to move in the classroom because of the large number of students; therefore, there is not enough space to walk around to do different activities.	It was not difficult to move in the classroom to do different activities because the classroom was just as large as the number of students; however, there were not too many desks, so the students had to get desks from outside.
		Students'/teacher s' mood	Teacher looks anxious; she tries to encourage students to participate in the activities. There were different kinds of students' mood: ashamed (some students when participating), bored, (during some activities), uncomfortable (because of the space)	Some of the students look bored while others look relaxed specially the ones sit at the front. On the other hand, the teacher looks uncomfortable because he does not have enough space to move.	The majority of the students look relaxed and willing to participate a few of them looks bored during the class, especially the ones sit at the back. Also the teacher looks very confident and relaxed during the class.	the teacher looked relaxed (the class seemed to be well prepared) some students anxious (in group work) uncomfortable (because of the space)	A few students were really relaxed and comfortable in the class because they were paying attention to the teacher's explanation. On the other hand, the other students were not paying attention; they looked uninterested, sleepy, and bored. Although some students were not interested in class the teacher looked relaxed because she kept on explaining the	Students were interested in class since they were and comfortable in completing the tasks they were assigned to do. On the other hand, the teacher looked relaxed because all the students were working.

							lesson to the students who were paying attention.	
		Students' and teachers' needs	No, because there were not enough desk. Students have to go out, look for a desk, and take it inside the classroom	No there is no desk for the teacher or chair for him to place their things.	No, it does not. The teacher uses a tape recorder but there is a desk to put it on.	The classroom does not adjust to their needs because it is not so big, it is really dark, and very hot.	The classroom was not big enough for the large number of students because they could not move and the classroom was really hot.	The classroom was big enough for number of students because they could move easily; however, there were just a few desks for the large number of students.
		Noise level	Yes, when the teacher started the lesson some students are talking and it is a little bit difficult for her to have the students quiet.	Not this time. The teacher asks them to remain silent quickly, so students were most of the time quiet.	Yes, it does sometime. But the teacher asks students to remain silent and pay attention	In spite of the fact that the teacher is speaking loudly, the students sit at the back make lot of noise when the teacher is writing on the board.	The noise took over the class because some students were talking, at the same time as the teacher was explaining the lesson	The noise did not take over the class because the students were focused in what they were doing. There were just a small number of students who were talking, but they did it very noiselessly.
	Control	Discipline and behavior problems	No, she is not. There are some students speaking aloud and they do not care about what she is saying. She calls their attention many times but they do not care.	No, she is not. There are some students talking and they do not care about what the teacher is saying.	This time, there are neither discipline problems nor behavior problems.	In this class, discipline and behavior problems are easy to be notice because the teacher asks them not to sit near the windows at the beginning of the class. However, they do it.	It was difficult for the teacher to control the discipline problems because they did not care about what the teacher was explaining. For example when the teacher was assigning a task, some students got in and out of	It was not difficult for the teacher to control the discipline problems because they were quiet, and the ones that got in and out asked for permission to the teacher.

							the classroom to answer their cell phones, and they did not ask for permission	
		Distraction	Some students, others are with cell phones or talking with someone else	Not this time the students were quiet and paying attention.	They begin talking with their partners or looking though the window.	Yes, students get distracted very easily just the students sit at the front are paying attention to the teacher. On the other hand the rest of the students are doing other stuff.	The students who were sitting at the back got distracted very easily because they started talking whenever they could because the teacher did not see them since the teacher could not walk through the rows.	Some students got distracted very easily because they were sitting at the back near the windows. But the other students were paying attention.
		Disruptions such as: cell phones, ipods, and pen twirling/tapping	Yes, there are. Pen twirling and some cell phones ring during the class.	Some students are talking, one student is using the cell phone, and the teacher asks them not to use it in the class.	No, there are not problems like those this time.	There are different kinds of disruptions because students are talking, a cell phones ring during the class, and s student laughs even loudly.	There were different kinds of disruptions such as: chatting, pen tapping, students getting in and out of the classroom	There were different kinds of disruptions such as: chatting, pen tapping, but with just a few students who sat near the windows.
		Students attention and Interest	No, it is not, just the ones that sit at the front seem interested and willing to participate.	Yes, it is easy for him. He walks around the classroom and speaks in a bossy way so that students are attentive.	Yes, it is easy for her. She moves around the classroom and her tone of voice gets students' attention.	It is difficult to maintain the students' attention because they are too many. It is difficult for them to look at the board because there is not enough light.	The teacher maintained students' attention, but only the ones who were at the front because the ones at the back got involved in other activities.	The teacher maintained students' attention because he could walk around to check what they were doing, and ask them to be quiet.
			Yes, he does. Students have to be	Maybe when he calls students	Just attendance is keep.	Discipline rules are set since the	Discipline rules were set at the	Discipline rules were set at the

		Establishing rules	on time and nobody is allowed to come to the classroom after 7:10 a.m.	attention because they get very late at the class.		beginning of the term, but students do not take them in to account. They get late at the class, others leave the class early and do not ask for permission.	beginning of the term, although students did not take into account because they did not ask for permission to leave, or to get in the classroom.	beginning of the term, because everybody was on time for the class, and the ones who got in and out asked for permission.
Individual attention		Time to help all the students	No, because there are too many students. Time is not enough to help all of them.	During the activities the teacher just sits, he did not walk around to monitor students.	No she does not. She can help just few of the students.	The teacher does not have time to help all the students. It is difficult for him to move around and get the students who need help.	The teacher helped the ones who were close to her, and the ones she could reach because there were too many desks	The teacher assisted the students who needed help. But he did not help all the students because there were too many students.
		Remember all the students' names	She does not call someone specifically during the class.	No, he does not he remembers just few of them.	She does. She calls the majority of the students by their names.	He does not remember all the students' names because he is checking the attendance list to call the students by their names	She remembered students' names because she called them out by their names.	The teacher did not remember all the students' names because he sometimes called the students out by their names, and sometimes he asked them what their names were.
		Eye contact	Yes, when she explains the lesson, she tries to maintain eye contact with all the students.	Yes he does, while he is explaining the lesson he does it with the majority of students.	Yes she does, while she is teaching she tries to maintain eye contact with majority of the students.	It is difficult because there are too many students.	It was difficult for her to maintain eye contact because there were too many students.	The teacher tried to maintain eye contact with all the students because he was constantly walking around to see what they were doing.

		Teacher-students/student-teacher interaction	No, there is no a gap between student and teacher. It seems that teacher does not get alone with students.	Yes there is. The students and teacher communicates among others.	Yes there is. She is very friendly with students. She treats them respectfully so do students	There is a good teacher-student interaction, but just with the ones that sit near him because they are asking questions all the time.	There was a good interaction because the students who were participating got along with the teacher very well, as a result they were willing to answer whatever she asked	There was a good teacher-student/ student-teacher interaction because the students were very respectful to the teacher.
	Evaluation	Monitor all the students	No, when students are working in an activity, she just looks at them, but she does not monitor all of them.	No, he does not he was sit and does not monitor students work.	Yes, she does. She moves around to check students' work.	No, he cannot monitor all of them because there is no space to walk around the classroom. He monitors only the ones that are at the front	The teacher did not monitor very often because it was difficult for her to around.	The teacher monitored the students without difficulty because the classroom was big, and the teacher could walk around. However, there was not time enough for monitoring all the students.
		Give feedback	No, she does not. They are participating and she interrupts them when they are talking.	No, he does not do it this time.	Yes, she does. She explains again and gives more examples when she realizes that students have doubts	He gives feedback at the moment students need it specially when students make mistakes	She gave feedback at the right moment because she was correcting them all the time when they made mistakes	He gave feedback at the right moment because he was correcting students all the time when they made mistakes, and he was answering their questions.
			Yes, the students sign in a page every day.	Yes, the students sign every day.	Yes, she passes the attendance every day.	There is no attendance list. .	The teacher did not keep a rigorous control of students'	The teacher kept a rigorous control of students' attendance

		Students attendance					attendance because she did not take the roll, and there was not any attendance list to be signed	because there was an attendance list to be signed by the students who attended the class.
Learning effectiveness		Chance to clarify students doubts	Yes, after and during an activity there is time to ask if something is not clear.	No, not all of them. Many students raise their hands to indicate doubts but he only clarifies some of them because of the time	No, not all of them. Just few of them have the opportunity to clarify their doubts because of the time	There are not chances to clarify the students' doubts because they are too many and are afraid to ask. Only the students that are at the front ask questions.	All the students had the chance to clarify their doubts because she answered all the questions they had.	All the students had the chance to clarify their doubts because he answered all the questions they had.
		Equal chance for students to participate and practice	Yes, everybody has the opportunity, but not all of them can do it because they are too many.	No, there are not. Some students want to participate but they cannot because the teacher asks just a few of them to give their examples or ideas.	No, there are not. Since they are too many time is not enough.	There are equal chances for students to participate and practice, however only a few of them want to do it in the activities	There were equal chances for them to participate and practice because the teacher was really easygoing, so they felt confident to participate. Nevertheless, only a small number of students did.	There were equal chances for them to participate and practice because the teacher asked all the students to perform conversations.
		Effective teaching-learning process	Yes, they look interested in the topic. They talk about the topic using their knowledge and experiences, so they relate the class with reality.	Yes, it is. He asks students if they remember the previous lesson and they answer satisfactorily and give examples as well.	It can be noticed in some students the ones who participate the most the rest are doing other things.	The teaching-learning process is not effective because not all the students participate in the class.	The teaching – learning process was effective in a few students only, the ones who participated because the other students did not produce what had been taught	The teaching – learning process was effective because the objectives of the lesson were achieved.

		Variety of activities	Yes, there are writing, listening comprehension, reading, and speaking activities during the class.	Yes, the teacher does some activities including writing, reading, listening, and speaking, but the activities are done in a hurry.	Yes, the teacher uses different activities for students to develop the four macro skills, but some activities are done in a hurry because of the time.	The teacher does a variety of activities including writing, listening comprehension, reading, and speaking during the class. However, students do not want to practice.	There was a variety of activities, so that, the students could develop the four macro skills such as: writing, reading, and listening.	There was a variety of activities because the students developed writing, reading, listening, and speaking activities
		Involvement of the students in the activities	Yes during the activities, they look involved, most in discussions.	Yes, he monitors if the students are involved in all the activities and want to participate as well.	No, there is not. Only the students who sit at the front are involved in all the activities so students who at the back are not involved.	Some students are actively involved in the activities; the other students are playing around.	There was not an active involvement of the students in the activities because most of the time the same students were participating	There was an active involvement of the students in the activities because all of them were participating
		Refusal to participate	Some of them so not want to participate even though the teacher encourages to do it.	No, they are eager to participate during the activities.	Yes, some of them do not want to participate though the teacher invites them to do it.	Only a few students are willing to participate. Most of them are reluctant to do it.	A few students were enthusiastic to participate; however, other students were annoyed when the teacher had them to answer a question.	Students did not show any refusal to participate because the teacher made them feel confident.

Indicator	Informant7	Informant8	Informant9	Informant10	Informant11	Informant12
Physical space	It is difficult for them to move in the classroom because of the large number of students; if they want to move they have to move the desks, and make noise.	It is very difficult to move in the classroom to do different activities because of the large number of students, and there are not too many desks, so the students have to get desks from outside.	No, there is not enough space. Students work in group and it is not easy for them to move and work in the group they belong to.	No, there is no space to do any kind of activity but pair/group work because there are a lot of desks and they are too close.	No, there is not. However, the classroom is big, there are many desks and the space is reduced.	No, there is not. The space is not enough even for students to stand up and walk without difficulty.
Students'/teachers' mood	Some students are relaxed during the class because they look interested, but the other students are bored and uncomfortable because they are not paying attention. The teacher looks indifferent with the students that do not pay attention because The teacher does not take them into account.	Students who are sitting at the front look comfortable and relaxed in class because they are quiet. However, the ones at the back cannot listen to the teacher clearly, they look bored and ashamed but they stay quiet. The teacher looks angry if they do not want to participate.	During the class, students and teachers look relaxed and interested participating and paying attention in the activities.	Most of them do, but others seem to be bored during some activities.	Most of the students show enthusiasm, but others look bored.	Only the students sit at the front look interested in the class though the teacher looks kind of bored. Also the rest of the students are doing other things and some of them do not want to participate.
Students' needs	The classroom does not adjust the teachers and students' needs because it is not big enough for the large number of students besides it is not organized, and neat.	The classroom is not big enough, there is a large number of students ,they cannot move easily.	Sometimes, but the teacher calls students attention because they are talking too loud therefore they remain silent.	No because there is no enough space (there are a lot of desk)so students and teacher cannot move easily.	No, because the classroom is dirty and the desks are not good seating arrangement. So, it is an uncomfortable place to be.	No, it does not. There is no desk for the teacher to put the tape recorder
noise level	The noise takes over the class because when the teacher starts explaining the lesson the students start talking as well, and then it is difficult to understand what the teacher says.	The noise takes over the class only when the teacher stops explaining the lesson because the students start talking.	Yes she is. Students begin joking and the teacher asks them to behave as a result they stop doing that.	Yes, in some activities, it does, for example in pair work and the teacher does not care about it.	Yes, at the beginning of the class noise takes over the class also when students are working in group.	Yes, it does sometimes. Students begin talking and they stop until the teacher calls their attention many times.

Discipline and behavior problems	It is difficult for the teacher to control the discipline problems because some students do not pay attention to what the teacher is explaining. It is difficult to understand what the teacher says because some students are talking.	It is not difficult for the teacher to control the discipline problems because they look afraid of her, she looks a little bit angry.	Yes she is. Students begin joking and the teacher asks them to behave as a result they stop doing that	Yes, she is able to control the class. It seems to be a good teacher- students' interaction.	Yes, most of them seem to be polite, so the teacher is able to control the class without problem.	This time there are not problems like those.
Distraction	Students get distracted very easily because there are different kinds of disruptions.	Some students get distracted very easily because they cannot listen to her especially the ones who are at the back. Some of them have their cell phones under the desk to send messages	Yes, they begin talking and get distracted.	Some students, others are with cell phones or talking with someone else.	Yes, usually during the activities everybody pay attention. But in some activities like group work they talk about something else or check their cell phones.	Yes, they do the students begin doing other things instead of paying attention.
Disruptions such as: cell phones, ipods, and pen twirling/tapping	There are different kinds of disruptions. Some students are talking, playing, or sending messages with their cell phones, getting in and out, laughter, and so on.	There are not different kinds of disruptions because when someone start talking the teacher asks him or her to be quiet	No, there is not. This time there are not disruptions like those.	There are just few. There is a student with a cell phone, and others cell phones ring.	Yes, there are. However, usually they put their cell phones in vibration.	No, there is not this time.
Students attention and Interest	The teacher maintains only a few students' attention, because the other students are doing different activities, and are making noise. The teacher cannot have all the students' attention.	It is hard for the teacher to maintain all the students' attention; however, she is very strict, And when the students start chatting she calls their attention by raising her tone of voice.	No, it is not. Teacher has to call their attention and more around to set students attention also to raise her tone of voice.	Yes, the teacher maintains the students' attention, for example when beginning or finishing to work in group they pay attention to the teachers instructions and respect the time established.	Yes, when there is enough time for an activity she stops them to continue with another one.	No, it is not so easy for him because the students get distracted very frequently
Establishing rules	Discipline rules are established at the beginning of the term, although students do not take into account	Discipline rules are set at the beginning of the term, because the teacher is very strict, and the students are on time	No, there are not. Students go out without permission only attendance is keep	It seems that there is no a rule for late arrivals. Nobody can leave the class early. There is an attendance list to be sign	It seems that there is no rule for late arrivals. Nobody leave the class early. There is an attendance list that	Just attendance is keep. There are some students outside the classroom without asking for permission

	because they do not ask for permission to leave, or to get in the classroom. A lot of students are late, and some of them are talking all the time	for the class, and most of them are willing to do what she asks them to do.		every day.	students sing ever day.	
Time to help all the students	The teacher helps the ones who are close to him because they are paying attention. The other students do not look interested in the class	The teacher assists the students who need help only because the rest do not raise their hands to indicate whether they have doubts or not. The other problem is that there is not enough space to walk around.	No, she does not. Time is not enough to help all the students who need her help during some activities.	Yes after explaining activities, meanwhile the students work, and the teacher check/monitor students' work and help them if necessary.	No all of them just the ones that ask for help. They are too many, so it is difficult for the teacher to help all of them	No, but the teacher tries to help many students as he can. Time is not enough to help all of them.
Remember all the students' names	He does not remember students' names because he does not call them by their names.	The teacher does not remember all the students' names. Therefore, she has the attendance list to call out students by their names.	No, she does not. She remembers just few of them. She uses the attendance list to call them.	No, just some of them. But with the students she does not remember their names, she uses the attendance list.	She does not call them by their names, so she does not remember all the students' names.	No, he does not. He calls just few students by their names.
Eye contact	He maintains eye contact only with the students who are at the front because the other students are not paying attention	It is really difficult for her to walk around because there is not enough space, and there are too many students, but she tries to maintain eye contact with all the students.	Yes, she maintains eye contact with the students while explaining the lesson.	Yes she does, when she speaks or explains something she looks everyone.	There are many students and the classroom is big, so it is difficult to maintain eye contact with all the students.	No, he does not do it. He does it just with the students who are at the front. The rest are not even paying attention.
Teacher-students/student-teacher interaction	There is not a good interaction because some students do not do what the teacher asks to do.	There is not a really teacher-student/ student-teacher interaction because the students are afraid of the teacher because if they do not participate she gets angry.	Yes, there is. Student and teacher get along. They have a good communication.	Yes there is, for example she gets a reward to the two best grades in a quiz. She says funny things.	Yes, she monitors them all the time. The teacher is creative and dynamic, so it seems to motivate students	No, there is not. The interaction between students and teacher is not so good. The teacher is explaining some terms and some students do not care.
Monitor all the students	The teacher does not monitor because he does not move around. He is at the front all the time. If	The teacher monitors the students with difficulty because the classroom is not big, and the	Yes, it does. The teacher walks around to check everything, but she has T.A'S help	No, because of the space she cannot move easily to monitor them. The desks are too close.	No, because she does not want, it is because the space is not enough	No, he does not. He cannot monitor the students at the back because of the way the

	the students have a question they stand up.	teacher cannot walk around. However, most of the time she monitors the ones who are closer				desk are arranged. He cannot get closer to check what they are doing.
Giving feedback	He gives feedback at the right moment because he is correcting the students who participate all the time when they make mistakes.	She gives feedback at the right moment because she was correcting all the time when they make mistakes, and she is answering their questions.	No, she does not do it this time.	Yes because she lets them say what they want and then she corrects them if necessary.	Yes, when they participate, the teacher corrects them in that moment.	No, he does not. He does not do it this time
Students attendance	The teacher keeps a rigorous control of students' attendance because there is a folder with the attendance list.	The teacher keeps a rigorous control of students' attendance because there was an attendance list to be signed by the students who attend the class.	Yes, the students sign every day.	Yes, because there is an attendance list to be sign every day.	Yes, there is a folder with a list to be signed every day.	Yes, he does. The attendance is signed every day.
Chance to clarify students doubts	The students who are participating in class have the chance to clarify their doubts because he is willing to help them.	All the students have the chance to clarify their doubts because she answers all the questions they have.	No, there is no enough time to clarify all the students' doubts.	Yes they have opportunities to ask about the topic because she asks them if they have any question.	Yes, everyone has the chance to do it. The teacher encourages to ask if they do not understand something.	Not all of them, time is not enough to clarify everybody's doubts.
Equal chance for students to participate and practice	There are equal chances for them to participate and practice because the teacher tries to have students do the activities. However, only a small number of students do.	There are not equal chances for them to participate and practice because the teacher almost always asks students who are at the front	No, all the students have the opportunity because they are too many.	Yes, the teacher asks if someone wants to add something.	Yes, everybody has equal chance but because of the time, not all of them can participate in the same activity.	Yes, there are equal chances, but this time few students are participating, the rest do not want to.
Effective teaching-learning process	The teaching –learning process is effective in most of the students, although some of them are not paying attention they seem to understand the topic.	The teaching –learning process is effective with some students because the other students are afraid to talk because the teacher makes them feel unconfident. Because if they do not answer the	Yes, they look interested in the class.	She encourages to participate and develop their own ideas to use their creativity. They do it very well.	The teacher encourages them to think about their experiences and be creative	Yes, because they talk about what they learned in the previous class.

		questions she gets irritated.				
Variety of activities	There is a variety of activities, so that, the students can develop the macro skills such as: reading, and listening.	There is a variety of activities because the students develop writing, reading, listening, and speaking activities	No, there are not a variety of activities during the class just speaking and writing.	Yes, there are different activities to develop writing, reading, listening, and speaking	Yes, there are some activities to practice writing, listening comprehension, reading, and speaking.	Yes, the teacher uses different activities to practice writing, listening comprehension, reading, and speaking
Involvement of the students in the activities	The teacher tries to have all the students do the activities. However, there is not an active involvement of the students in the activities because most of the time the same students are participating.	There is not an active involvement of all the students in the activities because the teacher almost always asks students who are at the front.	Yes everybody is involved in the activities.	Yes, the students get involved in the activities. It is a student-center class.	Yes, it is a student-center class. So the students are involved in the class	Yes there is, but just with the students sit at the front.
Refusal to participate	Most of the students are talking or doing other activities, but when the teacher asks to participate they do not refuse to do it.	Some students show refusal to participate because they are at the back and they are not taken into account since the teacher cannot move easily	Some of the students do not want to participate.	Some of them look shy or nervous and they do not want to participate in the activities	Everybody participate in the activities.	The majority of the students want to participate, just few refuse to do it even though the teacher encourages them to participate.

Source: Observation guide of Intermediate and Advanced English groups

TABLE 1 - RANDOM DIGITS

11164 36318 75061 37674 26320 75100 10431 20418 19228 91792
 21215 91791 76831 58678 87054 31687 93205 43685 19732 08468
 10438 44482 66558 37649 08882 90870 12462 41810 01806 02977
 36792 26236 33266 66583 60881 97395 20461 36742 02852 50564
 73944 04773 12032 51414 82384 38370 00249 80709 72605 67497
 49563 12872 14063 93104 78483 72717 68714 18048 25005 04151
 64208 48237 41701 73117 33242 42314 83049 21933 92813 04763
 51486 72875 38605 29341 80749 80151 33835 52602 79147 08868
 99756 26360 64516 17971 48478 09610 04638 17141 09227 10606
 71325 55217 13015 72907 00431 45117 33827 92873 02953 85474
 65285 97198 12138 53010 94601 15838 16805 61004 43516 17020
 17264 57327 38224 29301 31381 38109 34976 65692 98566 29550
 95639 99754 31199 92558 68368 04985 51092 37780 40261 14479
 61555 76404 86210 11808 12841 45147 97438 60022 12645 62000
 78137 98768 04689 87130 79225 08153 84967 64539 79493 74917
 62490 99215 84987 28759 19177 14733 24550 28067 68894 38490
 24216 63444 21283 07044 92729 37284 13211 37485 10415 36457
 16975 95428 33226 55903 31605 43817 22250 03918 46999 98501
 59138 39542 71168 57609 91510 77904 74244 50940 31553 62562
 29478 59652 50414 31966 87912 87154 12944 49862 96566 48825
 96155 95009 27429 72918 08457 78134 48407 26061 58754 05326
 29621 66583 62966 12468 20245 14015 04014 35713 03980 03024
 12639 75291 71020 17265 41598 64074 64629 63293 53307 48766
 14544 37134 54714 02401 63228 26831 19386 15457 17999 18306
 83403 88827 09834 11333 68431 31706 26652 04711 34593 22561
 67642 05204 30697 44806 96989 68403 85621 45556 35434 09532
 64041 99011 14610 40273 09482 62864 01573 82274 81446 32477
 17048 94523 97444 59904 16936 39384 97551 09620 63932 03091
 93039 89416 52795 10631 09728 68202 20963 02477 55494 39563
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 96990 55244 70693 25255 40029 23289 48819 07159 60172 81697
 09119 74803 97303 88701 51380 73143 98251 78635 27556 20712
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 46492 61594 26729 58272 81754 14648 77210 12923 53712 87771
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 10011 75004 86054 41190 10061 19660 03500 68412 57812 57929
 92420 65431 16530 05547 10683 88102 30176 84750 10115 69220
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 86595 26247 18552 29491 33712 32285 64844 69395 41387 87195
 72115 34985 58036 99137 47482 06204 24138 24272 16196 04393
 07428 58863 96023 88936 51343 70958 96768 74317 27176 29600
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 10982 22807 10920 26299 23593 64629 57801 10437 43965 15344
 90127 33341 77806 12446 15444 49244 47277 11346 15884 28131
 63002 12990 23510 68774 48983 20481 59815 67248 17076 78910
 40779 86382 48454 65269 91239 45989 45389 54847 77919 41105
 43216 12608 18167 84631 94058 82458 15139 76856 86019 47928
 96167 64375 74108 93643 09204 98855 59051 56492 11933 64958
 70975 62693 35684 72607 23026 37004 32989 24843 01128 74658
 85812 61875 23570 75754 29090 40264 80399 47254 40135 69916

TABLE 2 – RANDOM DIGITS

40603 16152 83235 37361 98783 24838 39793 80954 76865 32713
40941 53585 69958 60916 71018 90561 84505 53980 64735 85140
73505 83472 55953 17957 11446 22618 34771 25777 27064 13526
39412 16013 11442 89320 11307 49396 39805 12249 57656 88686
57994 76748 54627 48511 78646 33287 35524 54522 08795 56273
61834 59199 15469 82285 84164 91333 90954 87186 31598 25942
91402 77227 79516 21007 58602 81418 87838 18443 76162 51146
58299 83880 20125 10794 37780 61705 18276 99041 78135 99661
40684 99948 33880 76413 63839 71371 32392 51812 48248 96419
75978 64298 08074 62055 73864 01926 78374 15741 74452 49954
34556 39861 88267 76068 62445 64361 78685 24246 27027 48239
65990 57048 25067 77571 77974 37634 81564 98608 37224 49848
16381 15069 25416 87875 90374 86203 29677 82543 37554 89179
52458 88880 78352 67913 09245 47773 51272 06976 99571 33365
33007 85607 92008 44897 24964 50559 79549 85658 96865 24186
38712 31512 08588 61490 72294 42862 87334 05866 66269 43158
58722 03678 19186 69602 34625 75958 56869 17907 81867 11535
26188 69497 51351 47799 20477 71786 52560 66827 79419 70886
12893 54048 07255 86149 99090 70958 50775 31768 52903 27645
33186 81346 85095 37282 85536 72661 32180 40229 19209 74939
79893 29448 88392 54211 61708 83452 61227 81690 42265 20310
48449 15102 44126 19438 23382 14985 37538 30120 82443 11152
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48070 76848 02531 97737 10151 18169 31709 74842 85522 74092
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73547 43759 95632 39555 74391 07579 69491 02647 17050 49869
07277 93217 79421 21769 83572 48019 17327 99638 87035 89300
65128 48334 07493 28098 52087 55519 83718 60904 48721 17522
38716 61380 60212 05099 21210 22052 01780 36813 19528 07727
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57238 27464 61487 52329 26150 79991 64398 91273 26824 94827
24219 41090 08531 61578 08236 41140 76335 91189 66312 44000
31309 49387 02330 02476 96074 33256 48554 95401 02642 29119
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76869 39300 84978 07504 36835 72748 47644 48542 25076 68626
02982 57991 50765 91930 21375 35604 29963 13738 03155 59914
94479 76500 39170 06629 10031 48724 49822 44021 44335 26474
52291 75822 95966 90947 65031 75913 52654 63377 70664 60082
03684 03600 52831 55381 97013 19993 41295 29118 18710 64851
58939 28366 86765 67465 45421 74228 01095 50987 83833 37216

TABLE 3 – RANDOM DIGITS

37100 62492 63642 47638 13925 80113 88067 42575 44078 62703
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55172 81556 18856 59043 64315 38270 25677 01965 21310 28115
40353 84807 47767 46890 16053 32415 60259 99788 55924 22077
18899 09612 77541 57675 70153 41179 97535 82889 27214 03482
68141 25340 92551 11326 60939 79355 41544 88926 09111 86431
51559 91159 81310 63251 91799 41215 87412 35317 74271 11603
92214 33386 73459 79359 65867 39269 57527 69551 17495 91456
15089 50557 33166 87094 52425 21211 41876 42525 36625 63964
96461 00604 11120 22254 16763 19206 67790 88362 01880 37911
28177 44111 15705 73835 69399 33602 13660 84342 97667 80847
66953 44737 81127 07493 07861 12666 85077 95972 96556 80108
19712 27263 84575 49820 19837 69985 34931 67935 71903 82560
68756 64757 19987 92222 11691 42502 00952 47981 97579 93408
75022 65332 98606 29451 57349 39219 08585 31502 96936 96356
11323 70069 90269 89266 46413 61615 66447 49751 15836 97343
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11474 08786 05594 67045 13231 51186 71500 50498 59487 48677
81422 86842 60997 79669 43804 78690 58358 87639 24427 66799
21771 75963 23151 90274 08275 50677 99384 94022 84888 80139
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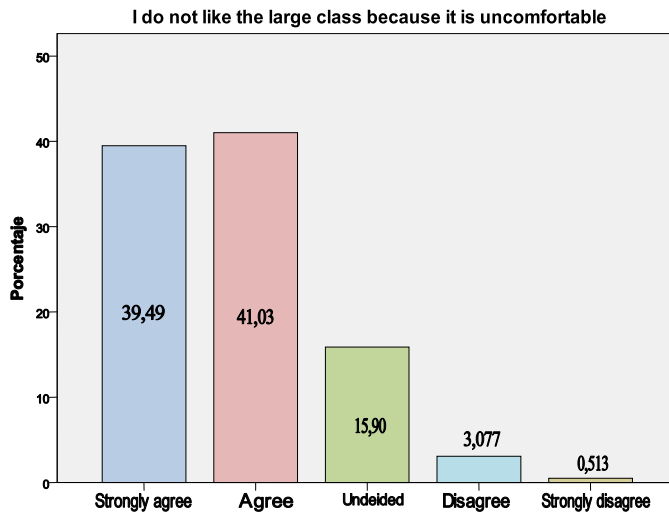
TABLE 4 – RANDOM DIGITS

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26907 88173 71189 28377 13785 87469 35647 19695 33401 51998
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23011 94108 29196 65187 69974 01970 31667 54307 40032 30031
75768 49549 24543 63285 32803 18301 80851 89301 02398 99891
86668 70341 66460 75648 78678 27770 30245 44775 56120 44235
56727 72036 50347 33521 05068 47248 67832 30960 95465 32217
27936 78010 09617 04408 18954 61862 64547 52453 83213 47833
31994 69072 37354 93025 38934 90219 91148 62757 51703 84040
02985 95303 15182 50166 11755 56256 89546 31170 87221 63267
89965 10206 95830 95406 33845 87588 70237 84360 19629 72568
45587 29611 98579 42481 05359 36578 56047 68114 58583 16313
01071 08530 74305 77509 16270 20889 99753 88035 55643 18291
90209 68521 14293 39194 68803 32052 39413 26883 83119 69623
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19740 24637 97377 32112 74283 69384 49768 64141 02024 85380
50197 79869 86497 68709 42073 28498 82750 43571 77075 07123
46954 67536 28968 81936 95999 04319 09932 66223 45491 69503
82549 62676 31123 49899 70512 95288 15517 85352 21987 08669
61798 81600 80018 84742 06103 60786 01408 75967 29948 21454
57666 29055 46518 01487 30136 14349 56159 47408 78311 25896
29805 64994 66872 62230 41385 58066 96600 99301 85976 84194
06711 34939 19599 76247 87879 97114 74314 39599 43544 36255
13934 46885 58315 88366 06138 37923 11192 90757 10831 01580
28549 98327 99943 25377 17628 65468 07875 16728 22602 33892
40871 61803 25767 55484 90997 86941 64027 01020 39518 34693
47704 38355 71708 80117 11361 88875 22315 38048 42891 87885
62611 19698 09304 29265 07636 08508 23773 56545 08015 28891
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31736 31695 11523 64213 91190 10145 34231 36405 65860 48771
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31181 49672 17237 04024 65324 32460 01566 67342 94986 36106
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07068 75947 71743 69285 30395 81818 36125 52055 20289 16911
26622 74184 75166 96748 34729 61289 36908 73686 84641 45130
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36116 42128 65401 94199 51058 10759 47244 99830 64255 40516

Graphs from the questionnaires addressed to intermediate and advanced students

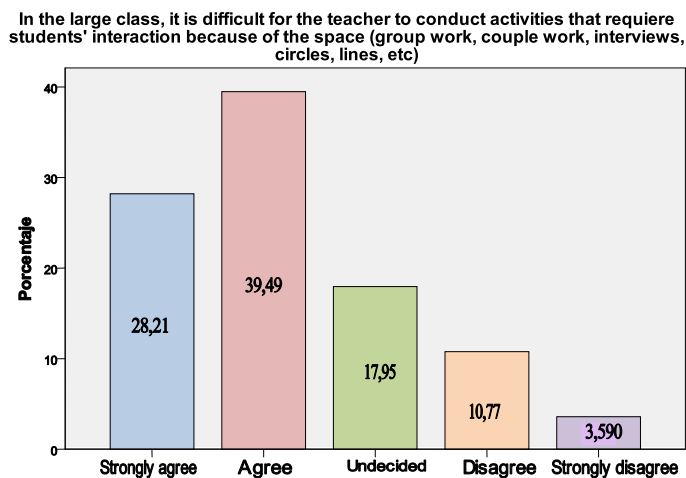
DISCOMFORT

ITEM 1



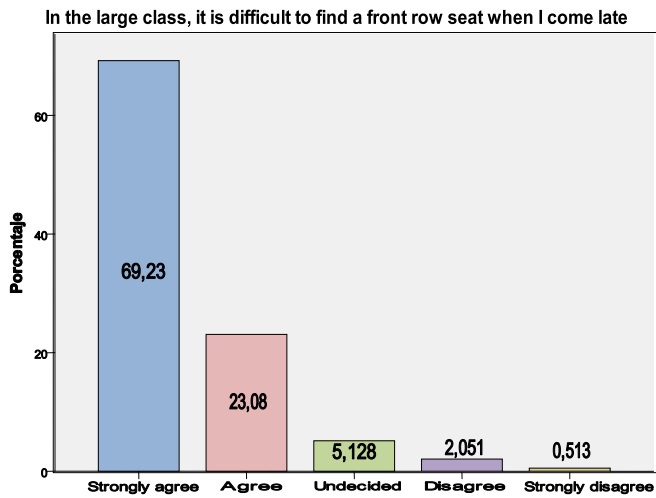
A 41.03% percent of the students agree that they feel uncomfortable in the large class while a 39.49 % strongly agree with the statement.

ITEM 2



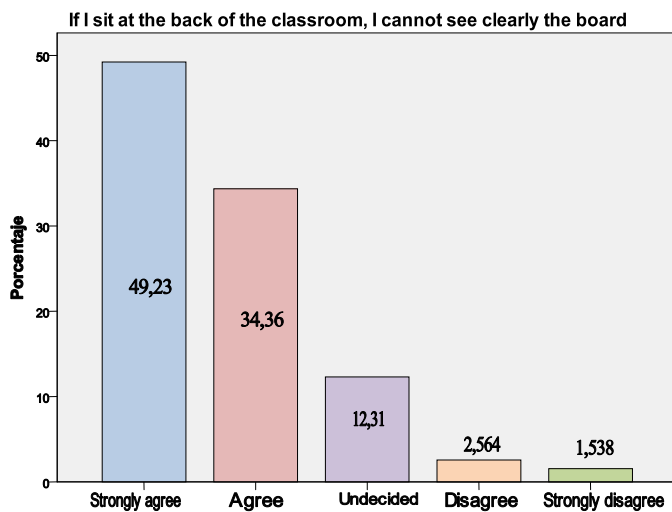
A great percentage of the students agree that the space limits the teachers to carry out activities that let students interact among one another.

ITEM 3



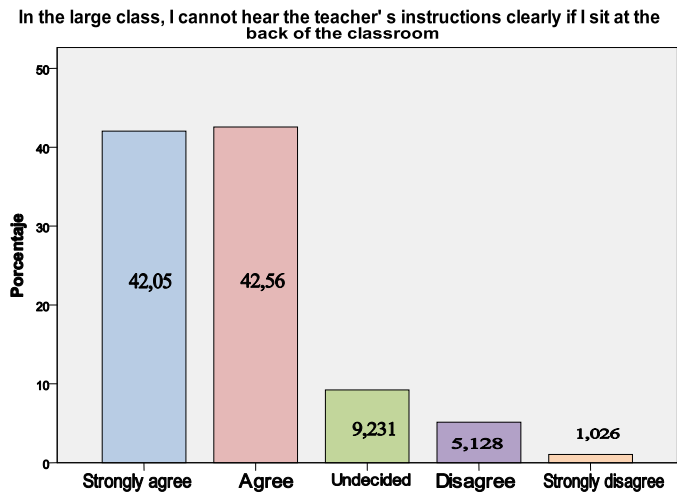
The majority of the students strongly agree that it is difficult to find a front row seat in a large class.

ITEM 4



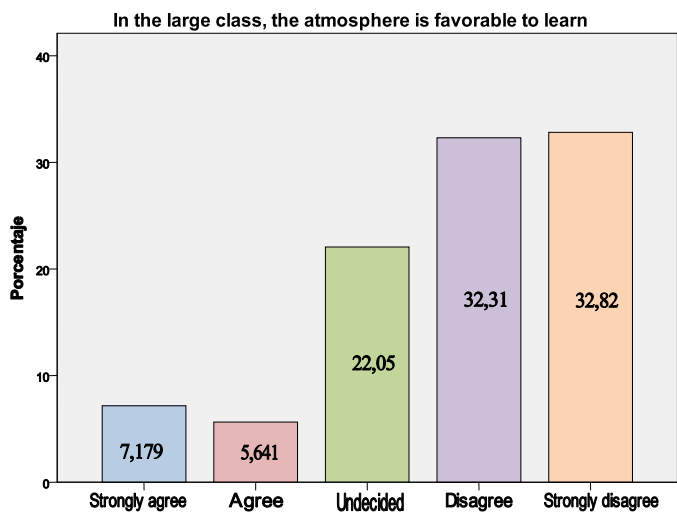
Most of the students strongly agree that in a large class it is difficult to see the board if they sit at the back.

ITEM 5



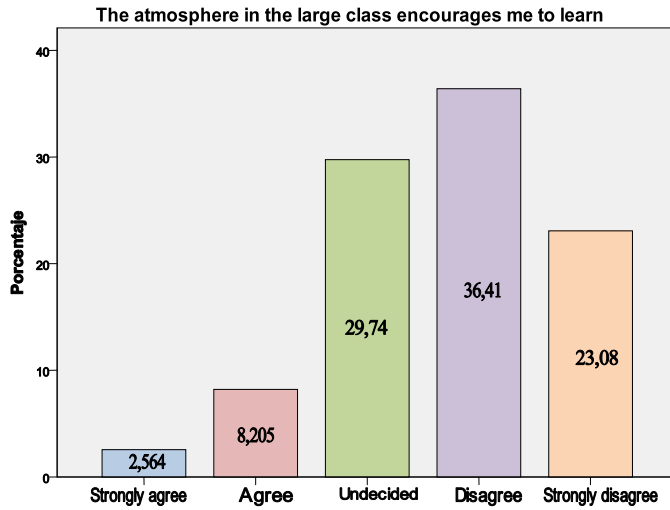
A 42.05% of the students strongly agree that if they sit at the back of the classroom they cannot hear clearly the teacher's instructions.

ITEM 6



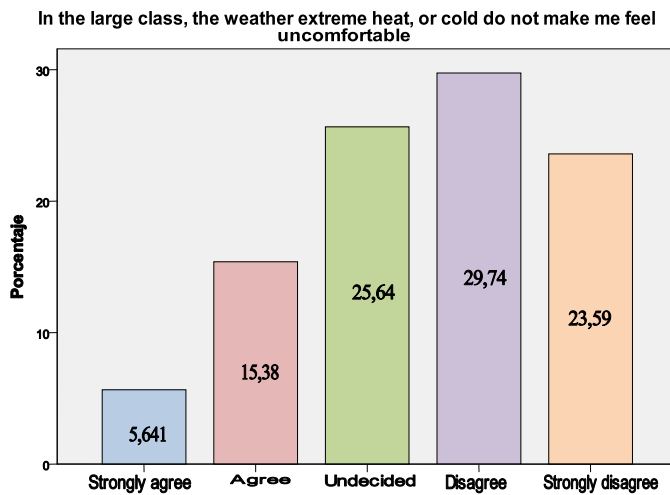
This graph shows that a 32.82% of the students strongly disagree that the atmosphere in the large class is favorable to learn.

ITEM 7



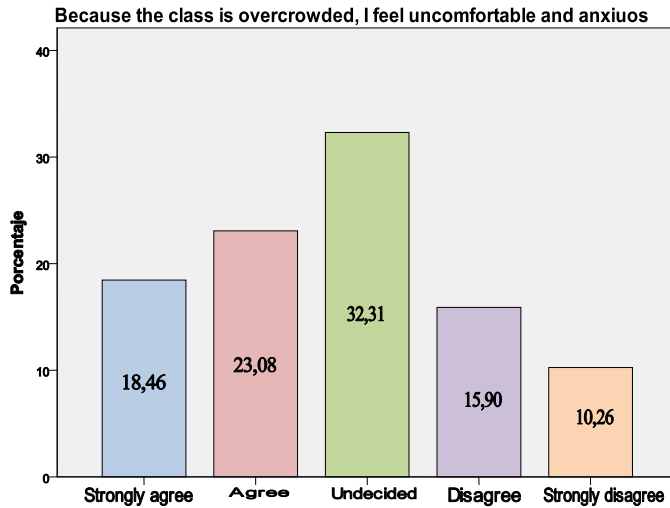
A great percentage of the students disagree that the atmosphere in the large class encourages them to learn

ITEM 8



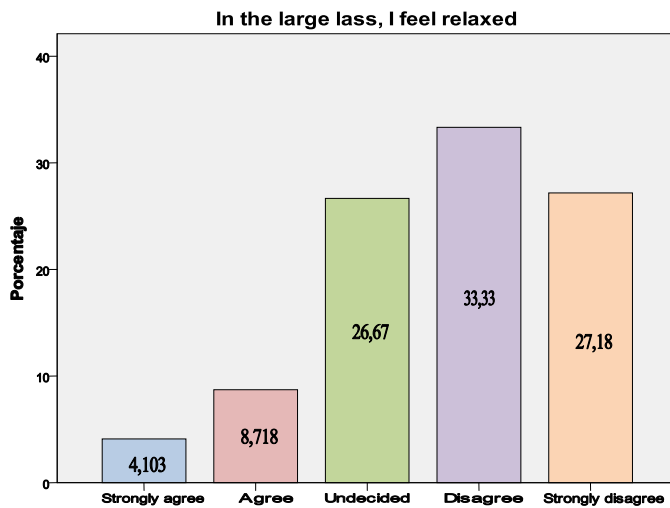
The majority of the students disagree that the weather in the large classroom makes them feel uncomfortable.

ITEM 9



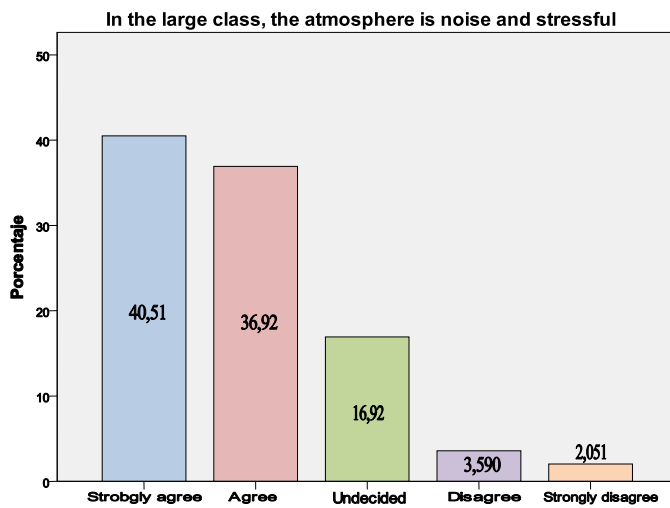
This graph shows that a considerably percent of the students are undecided whether they feel uncomfortable and anxious in an overcrowded class.

ITEM 10



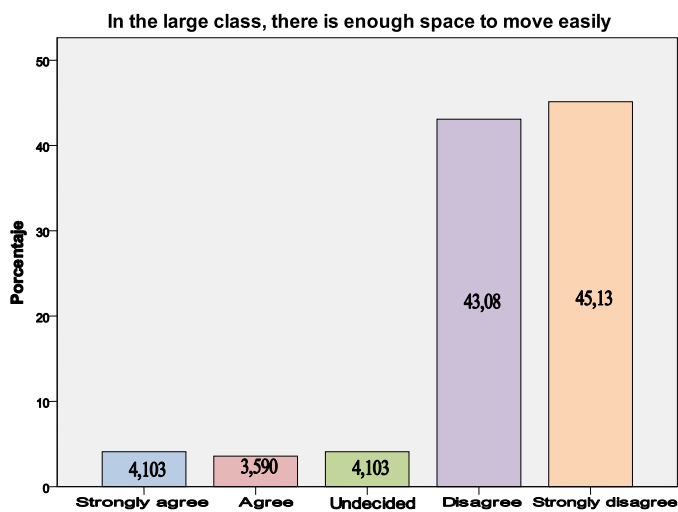
According to this graph, 33.33% of the students do not feel relaxed in a large class.

ITEM 11



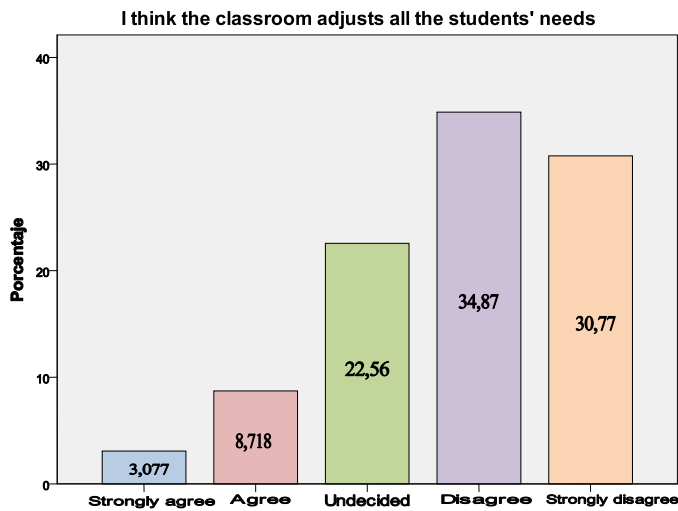
This graph shows that most of the students strongly agree that the atmosphere in a large class is noise and stressfully.

ITEM 12



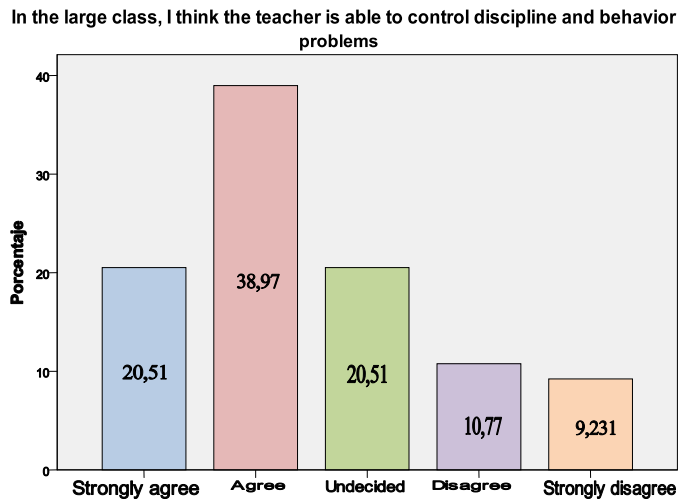
A great part of the students strongly disagree that in a large class there is enough space to move.

ITEM 13



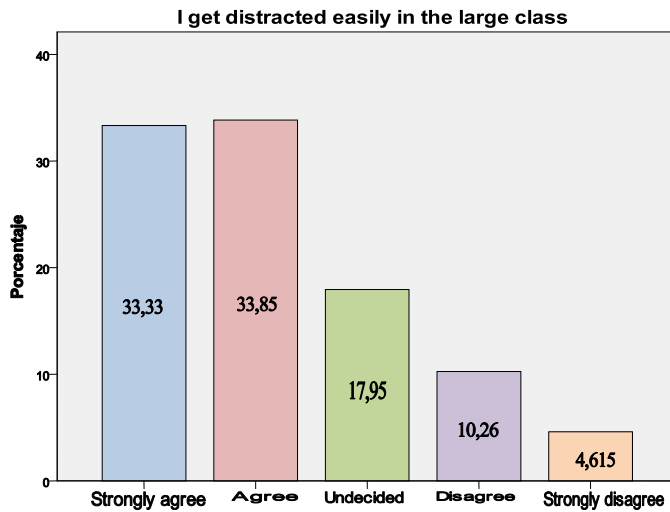
The majority of the students disagree that the classroom adjusts all their needs.

CONTROL ITEM 14



A great percent of the students agree that the teacher is able to control discipline and behavior problem in a large class.

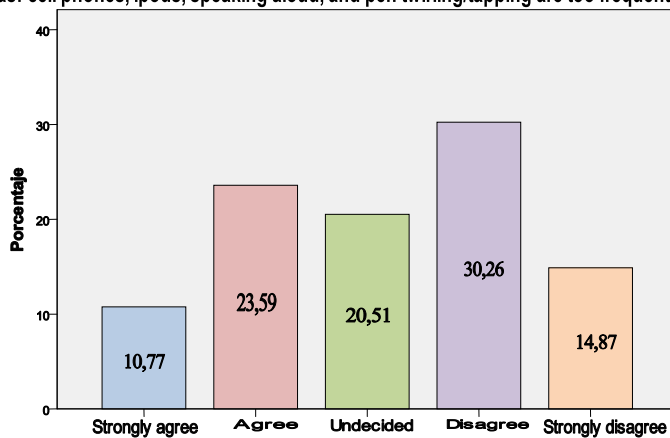
ITEM 15



This graph shows that students strongly agree and agree that they get distracted in the large class.

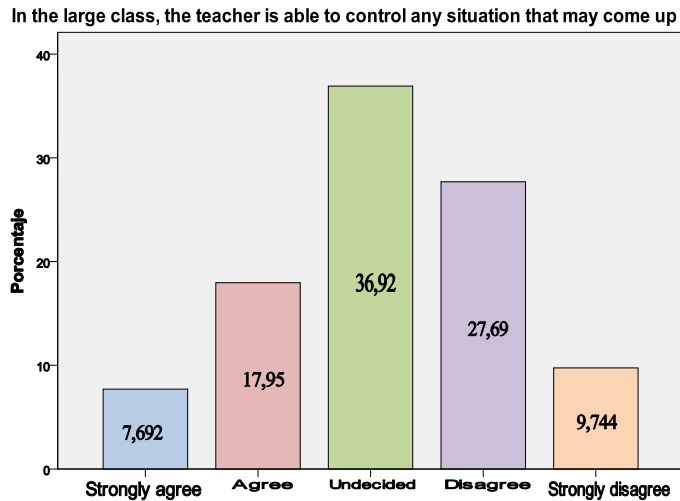
ITEM 16

In the large class, the teacher is able to control different kinds of disruptions such as: cell phones, ipods, speaking aloud, and pen twirling/tapping are too frequent



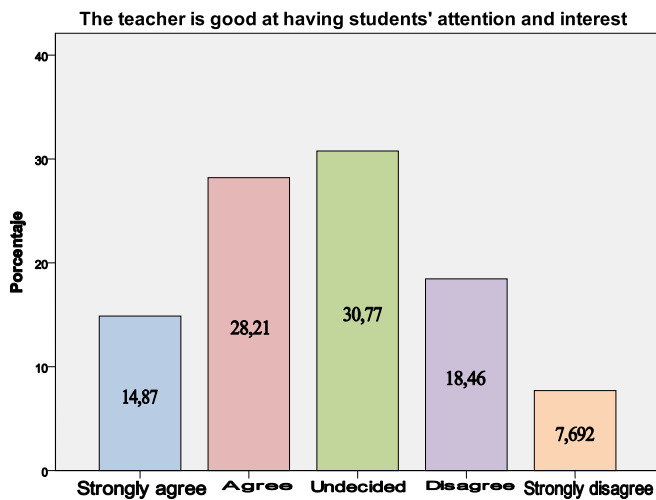
The majority of the students disagree that the teacher is able to control different kinds of disruptions in the large class.

ITEM 17



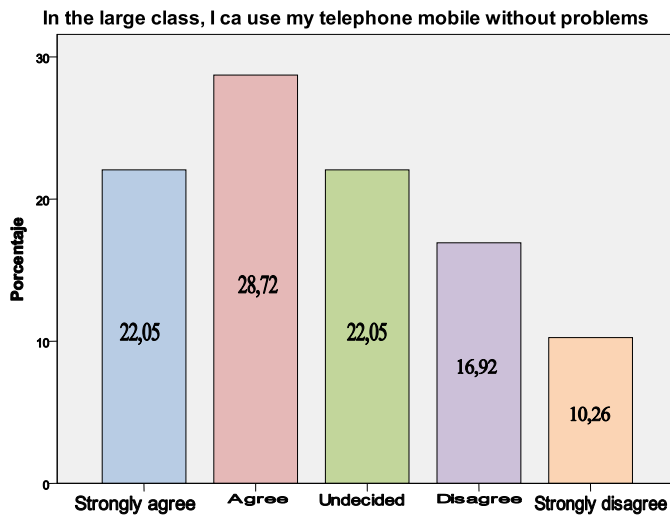
A great percentage of the students are not sure about the capability of the teacher to control any situation that may come up in the large class.

ITEM 18



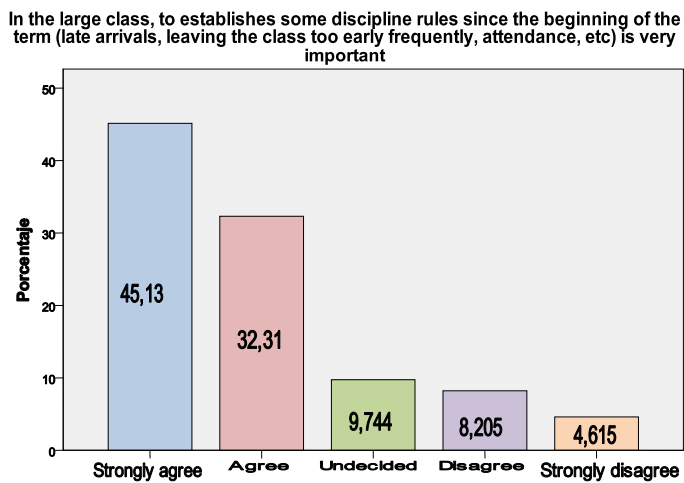
A great percentage of the students are undecided about the capability of the teacher to get the students' attention in the large class while a 28.21% agrees that the teacher is able to get students' attention and interest.

ITEM 19



Most of the students agree that they can use their cell phones without problems in the large class.

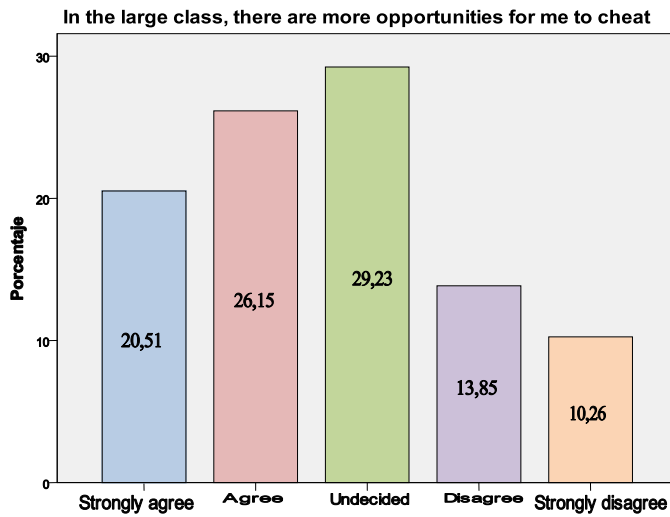
ITEM 20



A great percent of the students strongly agree that it is important to establish some discipline rules since the beginning of the term.

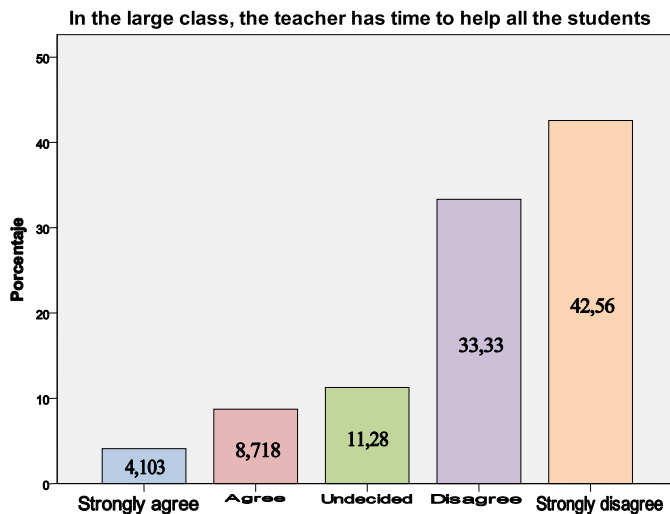
INDIVIDUAL ATTENDANCE

ITEM 21



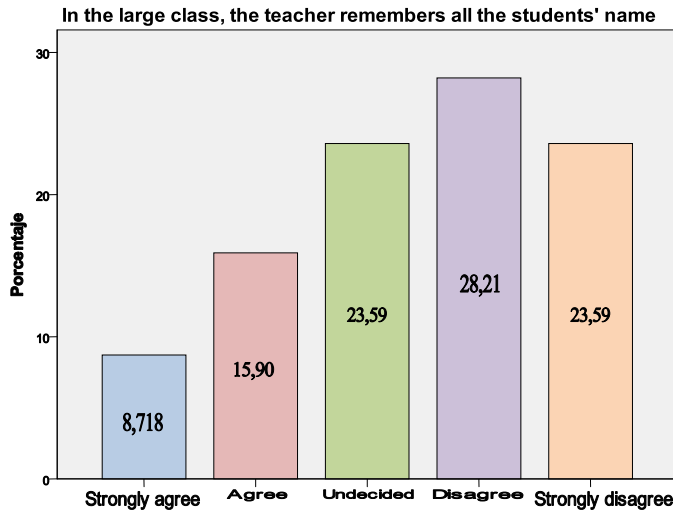
The majority of the students are undecided if there are more opportunities to cheat in a large class.

ITEM 22



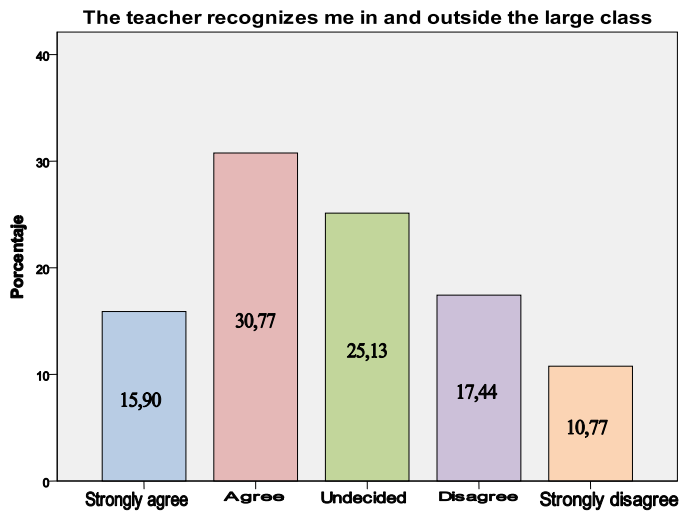
Most of the students strongly disagree that the teacher has time to help all of them in the large class.

ITEM 23



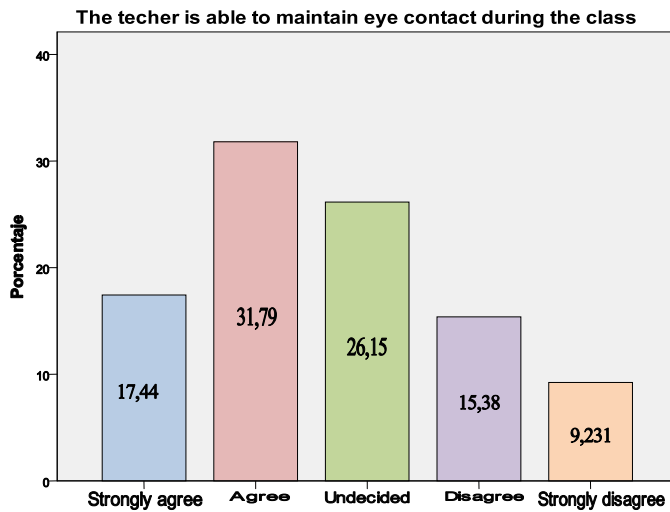
The majority of the students disagree that that teacher remembers their names in the large class.

ITEM 24



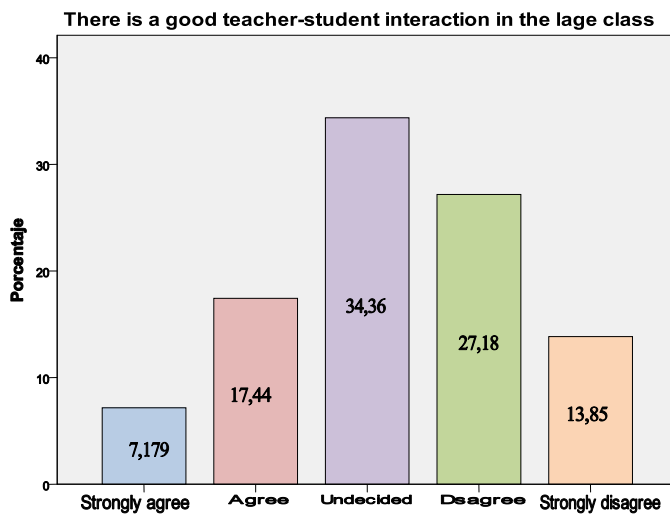
A great percentage of the students agree that the teacher recognizes them in and outside the classroom.

ITEM 25



Most of the students agree that the teacher maintains eye contact with all of them in the large class.

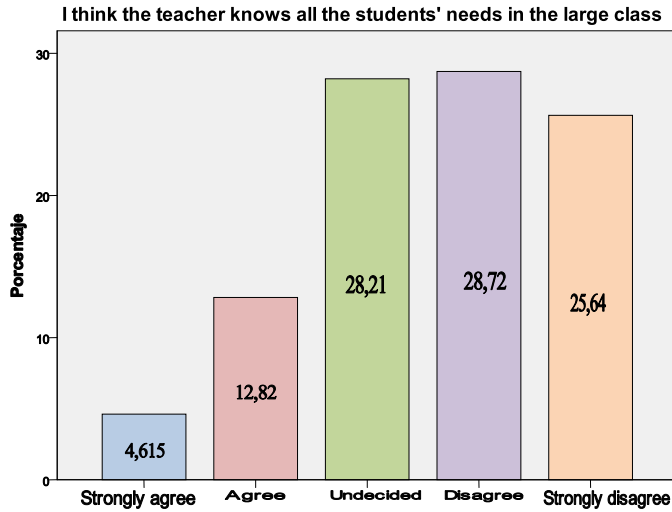
ITEM 26



A great percentage of the students are undecided whether there is a good teacher-students interaction

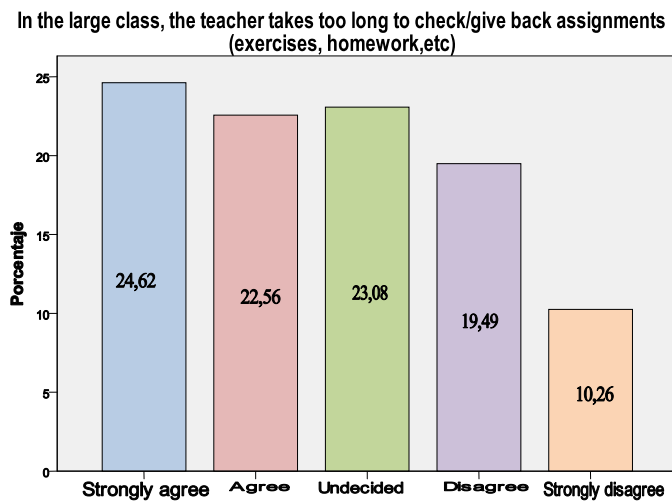
EVALUATION

ITEM 27



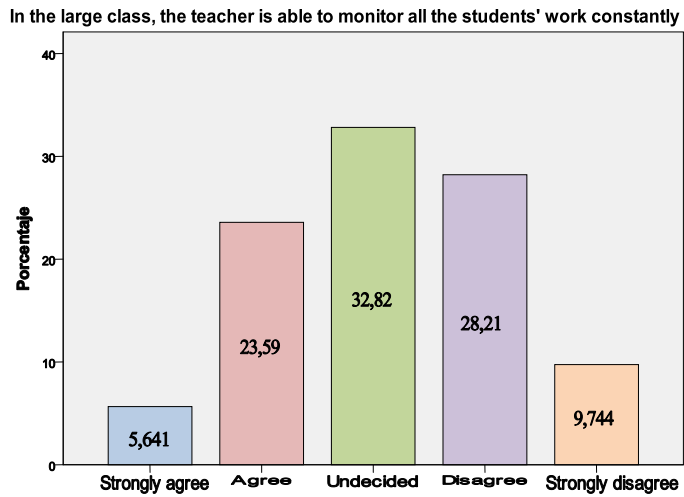
A 28.72% of the students disagree that the teacher knows all their needs in a large class.

ITEM 28



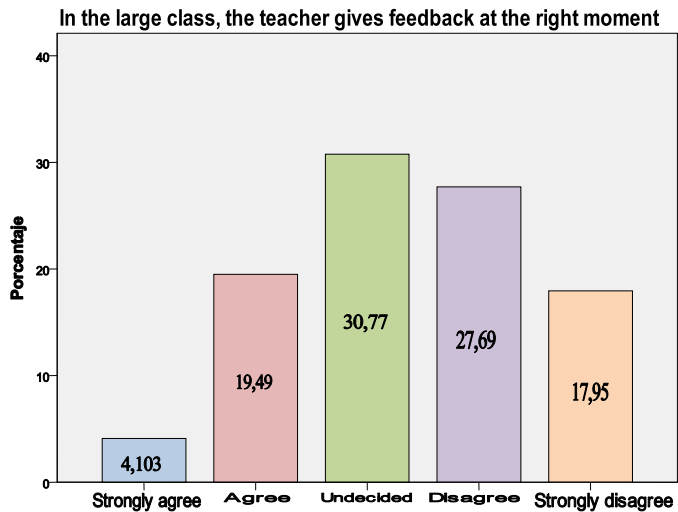
This graph shows that a 24.64% of the students strongly agree that the teacher takes too long to check assignments and 22.56% of them agrees on that, as well.

ITEM 29



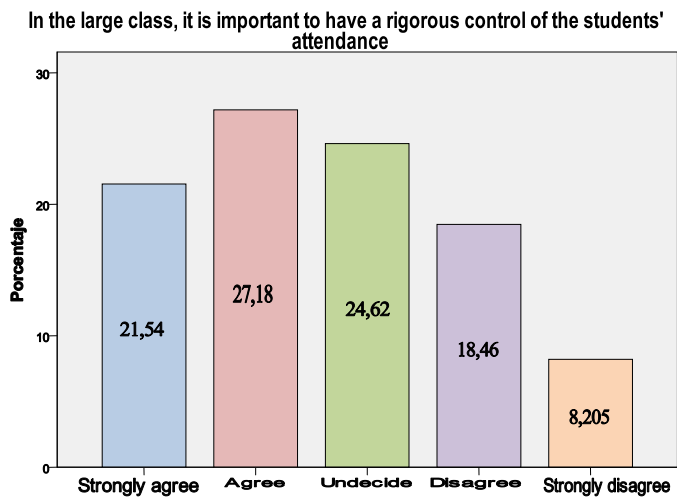
A 32.82% of the students are undecided whether the teacher is able to monitor them in the large class.

ITEM 30



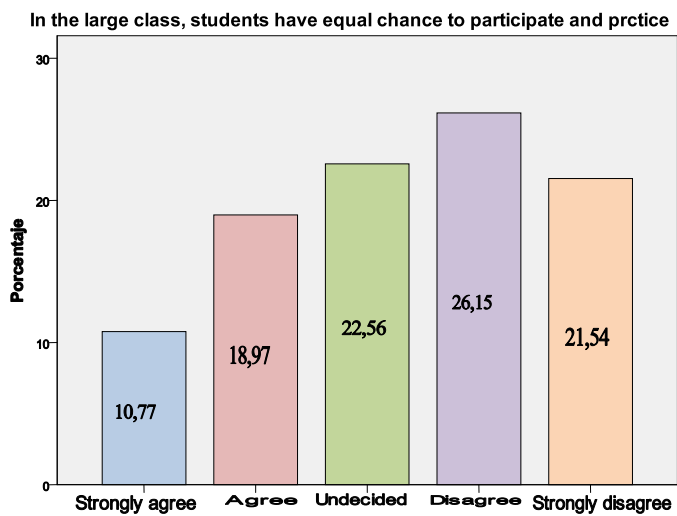
A great percentage of the students are undecided whether the teacher gives them feedback at the right moment.

ITEM 31



A 27.18% of the students agree that it is important to have a rigorous control of the students' attendance.

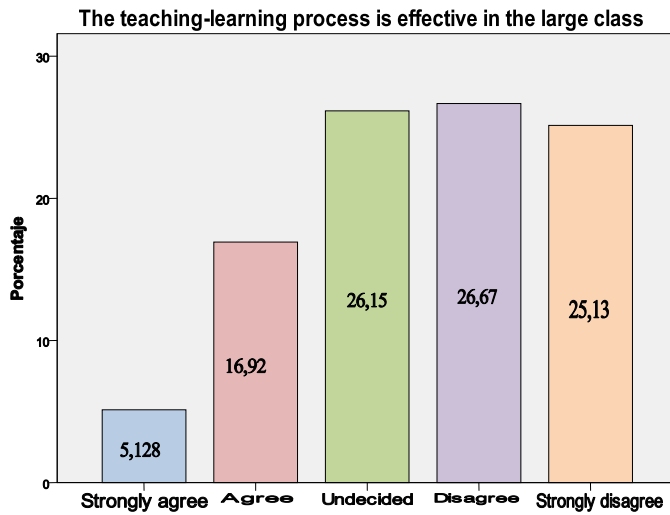
ITEM 32



The majority of the students disagree that they have equal chance to participate and practice in the large class.

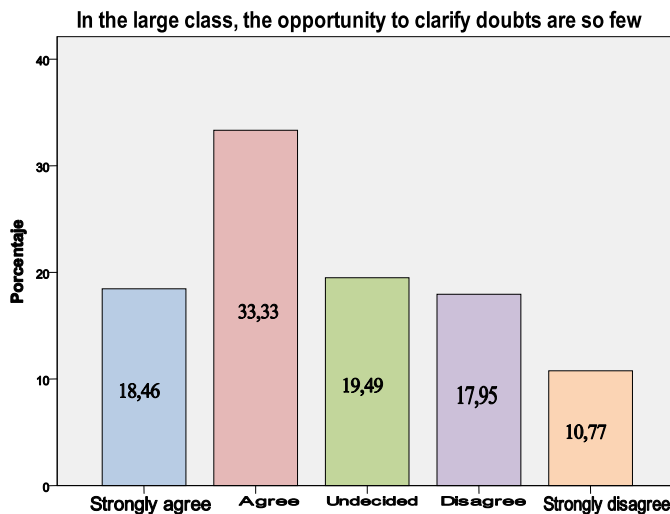
LEARNING EFFECTIVENESS

ITEM 33



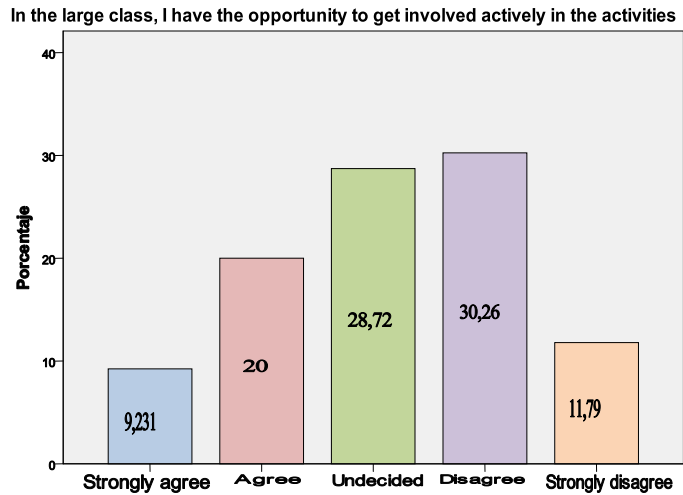
A 26.67 % of the students disagree that the teaching –learning process is effective in a large class.

ITEM 34



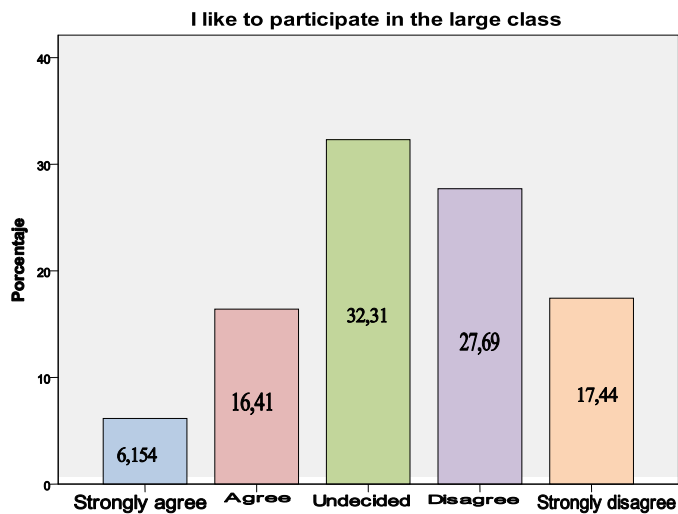
Most of the students agree that the teacher is not able to clarify all the students' doubts in the large class.

ITEM 35



A 30.26% of the students disagree that they have the opportunity to get involved actively in the activities in the large class.

ITEM 36

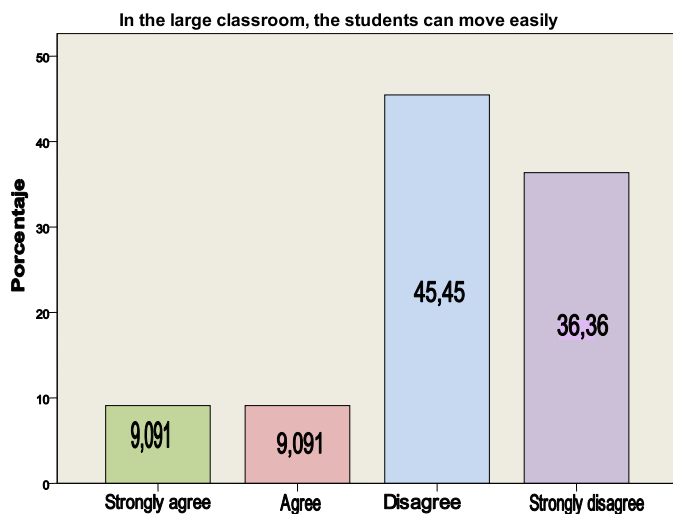


This graph shows that a 32.32% of the students are undecided whether they like to participate in class; that is, they do not like to participate in the large class.

Graphs from the questionnaires addressed to intermediate and advanced instructors

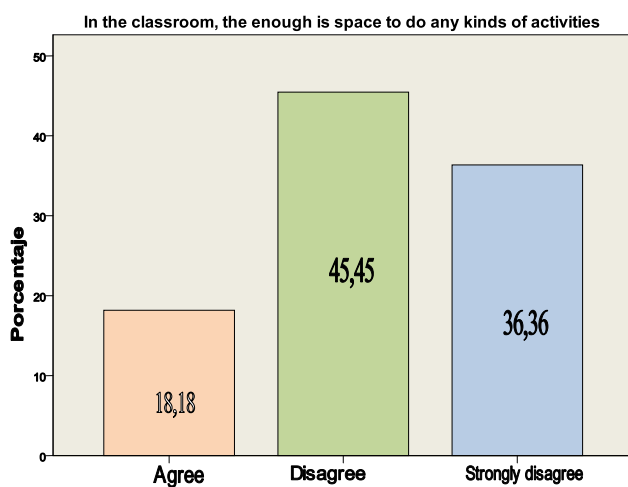
DISCOMFORT

ITEM 1



This graph shows that teachers disagree that students can move easily in the large class.

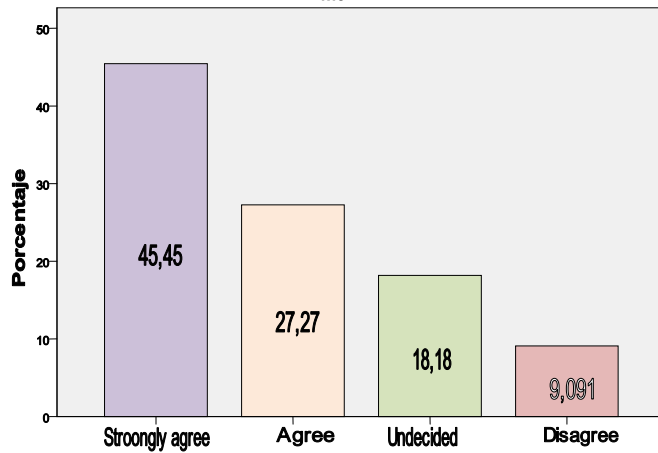
ITEM 2



The majority of the teachers disagree that there is enough space to do any kind of activity in the classroom.

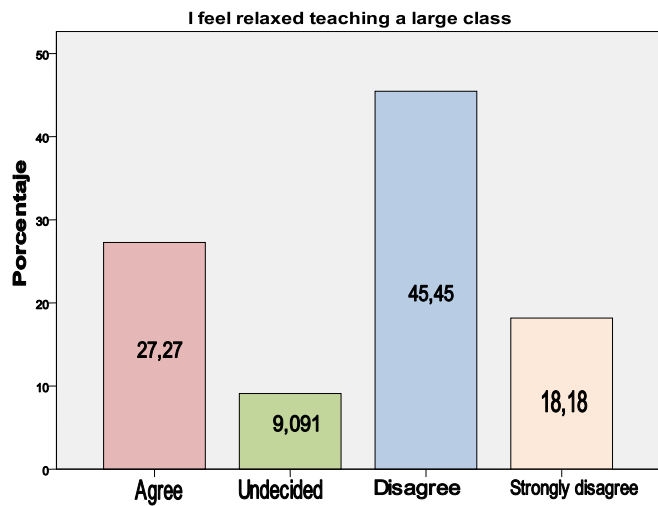
ITEM 3

In the large class, I have to speak very loud because the students can hardly hear me



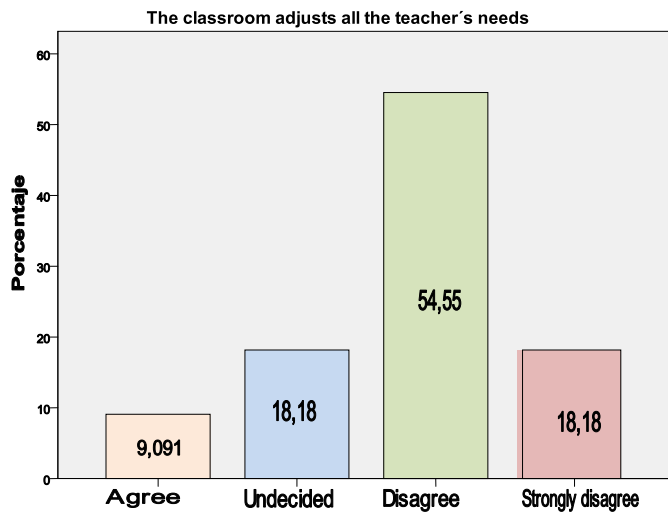
The majority of the teachers strongly agree that they have to speak very loud for students to hear clearly.

ITEM 4



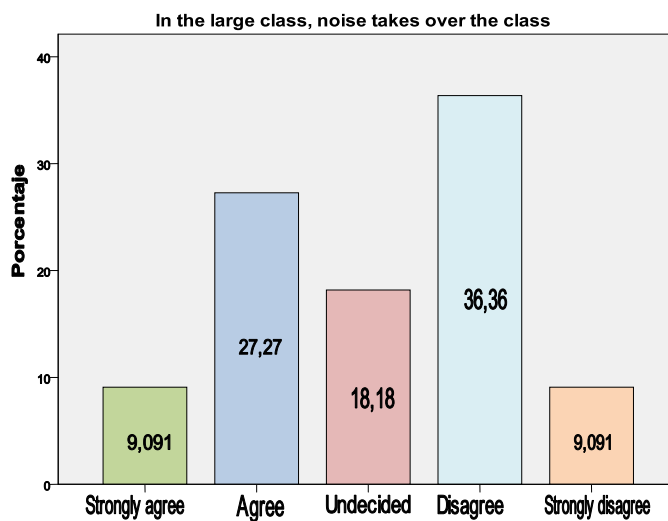
Most of the teachers do not feel relaxed teaching in a large class.

ITEM 5



The graph shows that a 54.55 % of the teachers disagree that the classroom adjusts all their needs.

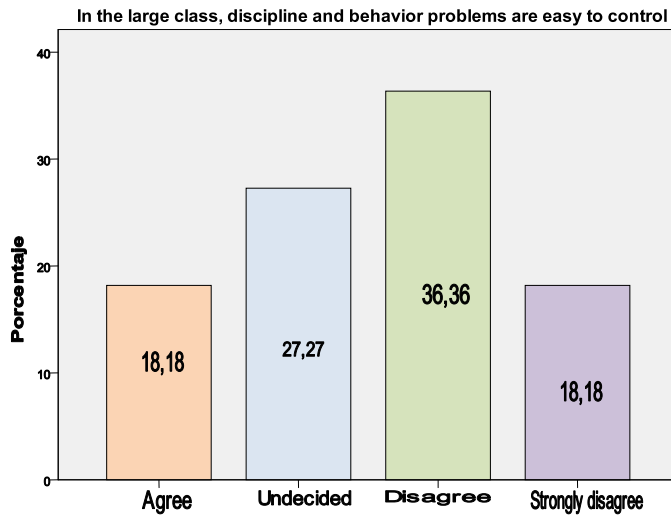
ITEM 6



This graph shows that for the majority of the teachers noise does not take over the class.

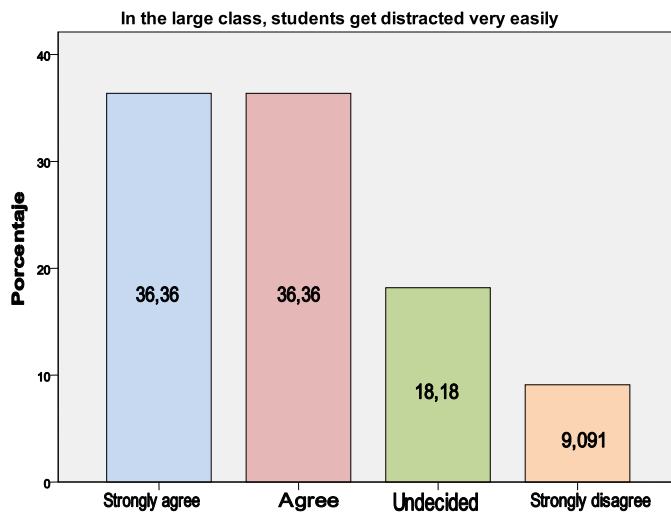
CONTROL

ITEM 7



A 36.36 % of the teachers disagree that discipline and behavior problem are easy to control in a large class.

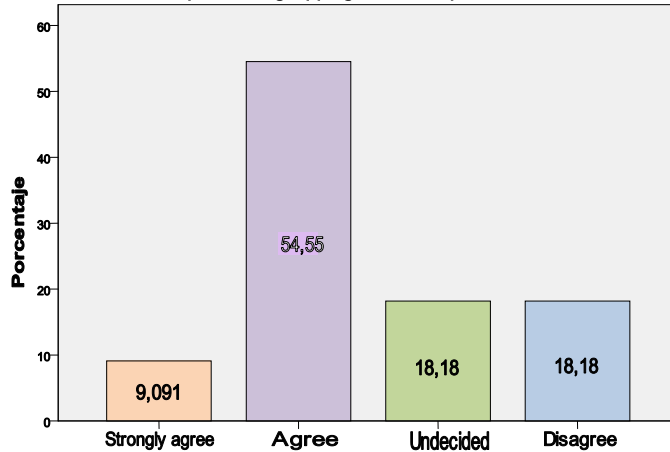
ITEM 8



This graph shows that a 36.36 % of the teachers strongly agree that students get distracted very easily in the large class.

ITEM 9

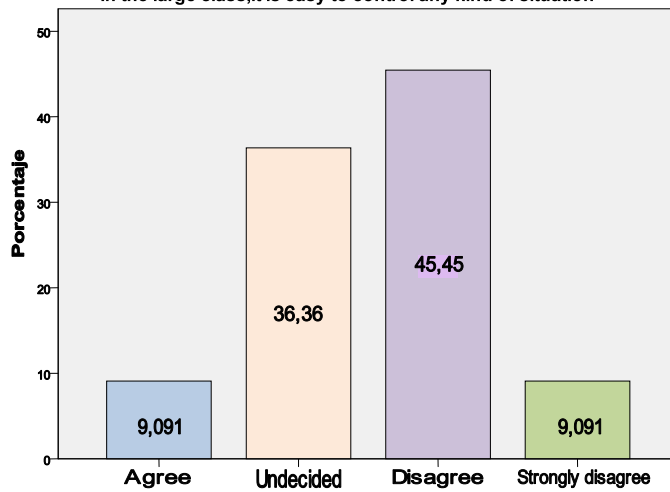
In the large class, different kinds of disruptions such as: cell phones, ipods, and pen twirling/tapping are too frequent



The majority of the teachers agree that disruptions such as: cell phones, iPods, and others interrupt the class too frequent.

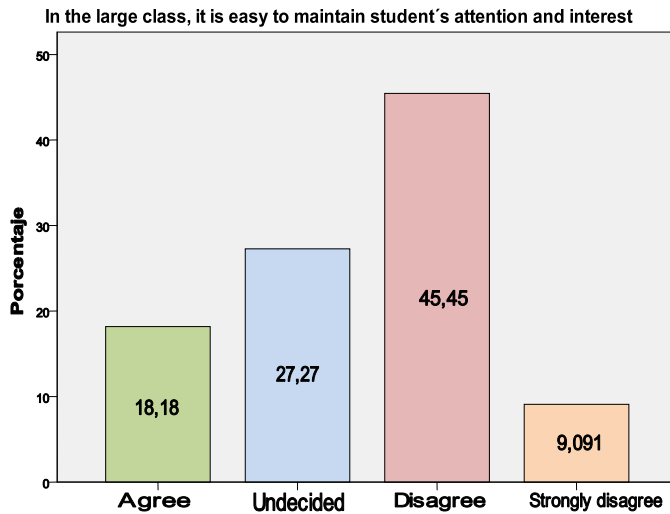
ITEM 10

In the large class, it is easy to control any kind of situation



For the majority of the teachers is not easy to control any kind of situation in the large class.

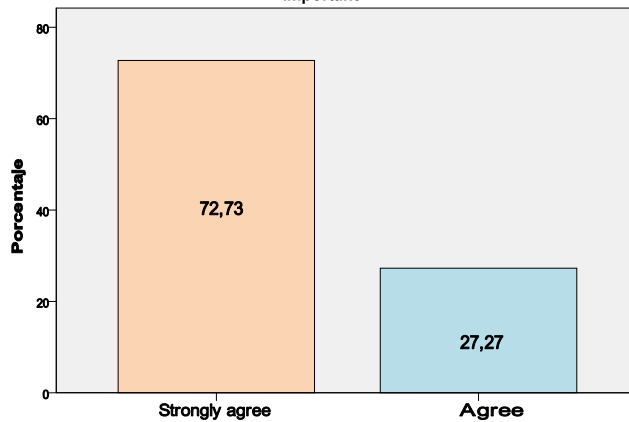
ITEM 11



This graph shows that the majority of the teachers disagree that it is easy to maintain the students' attention and interest in the large class.

ITEM 12

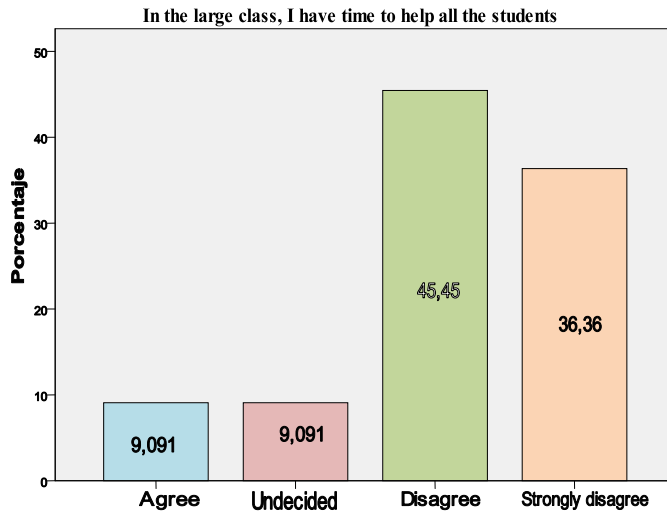
In the large class, to establish some discipline rules since the beginning of the term (late arrivals, leaving the class too early frequently, attendance, etc) is very important



The majority of the teachers strongly agree that it is important to establish some discipline rules since the beginning of the term.

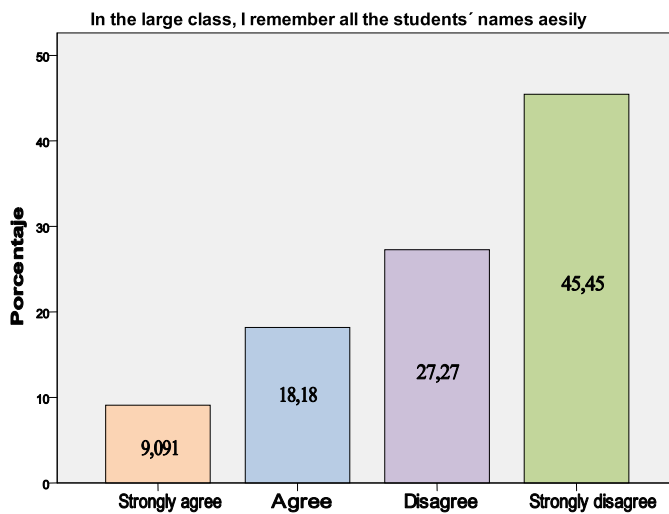
INDIVIDUAL ATTENTION

ITEM 13



This graph shows that a 45.45% of the teachers disagree that they have time to help all the students.

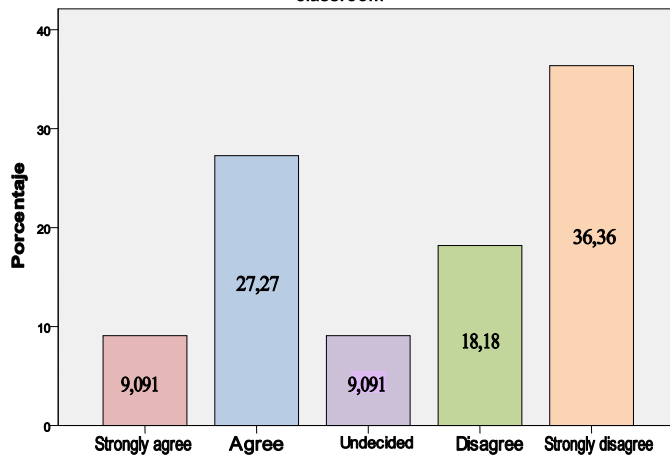
ITEM 14



The majority of the teachers strongly disagree that they remember all the students' names.

ITEM 15

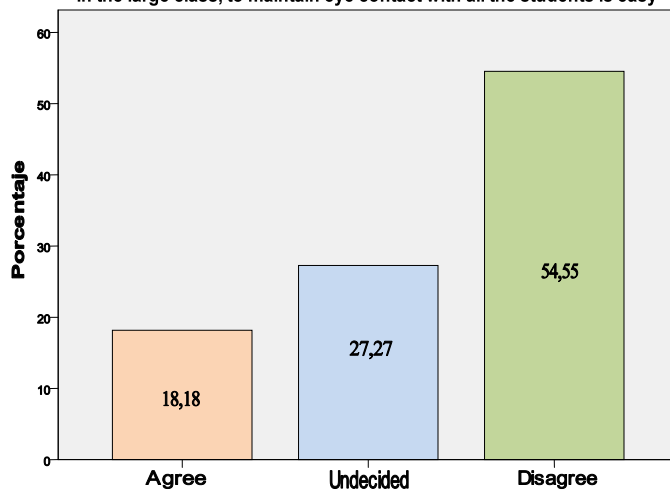
In the large class, I have no difficulty to recognize the students in and outside the classroom



A great percentage of the teachers strongly disagree that they recognize the students in and outside the classroom.

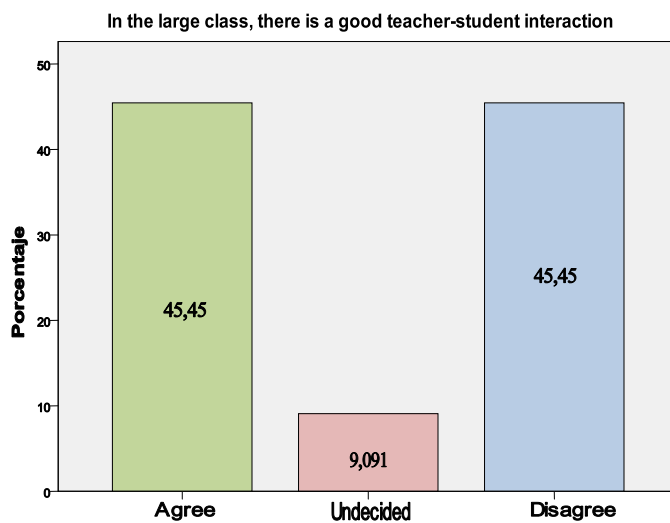
ITEM 16

In the large class, to maintain eye contact with all the students is easy



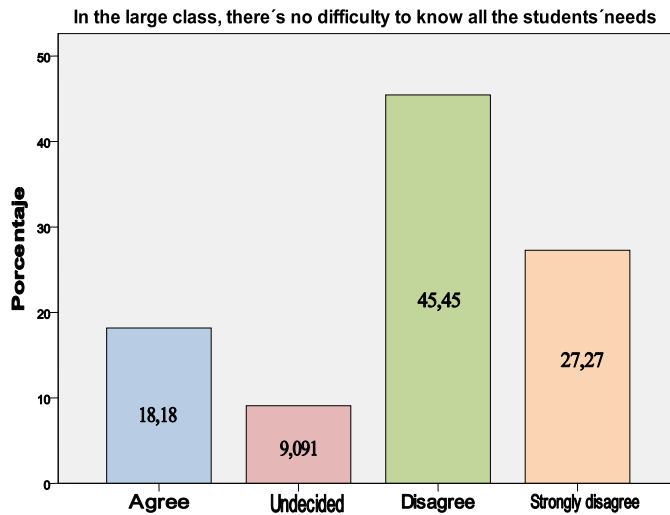
For the majority of the teachers it is not easy to maintain eye contact with all the students in the large class.

ITEM 17



A 45.45% of the teachers agree that there is a good teacher-student interaction; conversely, the same percentage disagrees with the statement.

ITEM 18

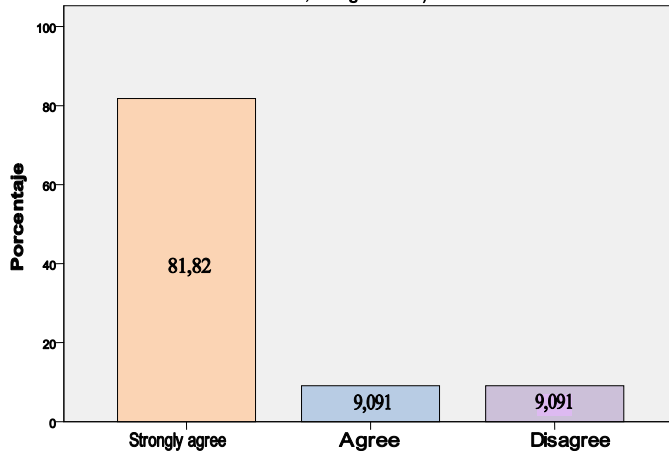


For the majority of the teachers it is difficult to know all the students needs in the large class.

EVALUATION

ITEM 19

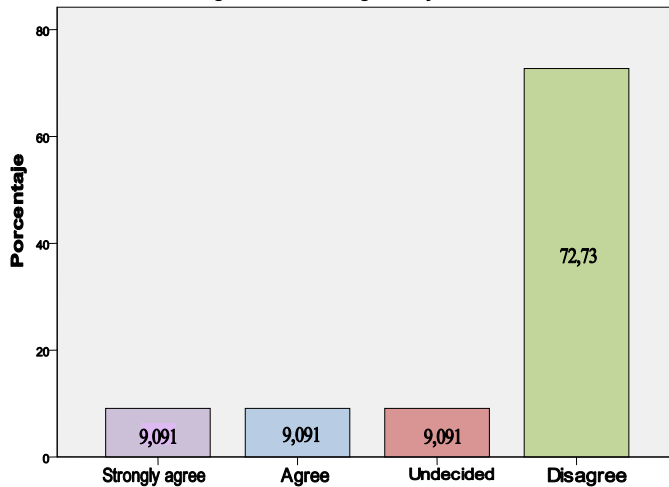
In the large class, it takes too long to check all the students' work (exercises, exams, assignments)



Most of the teachers strongly agree that it takes too long to check all the students' work in a large class.

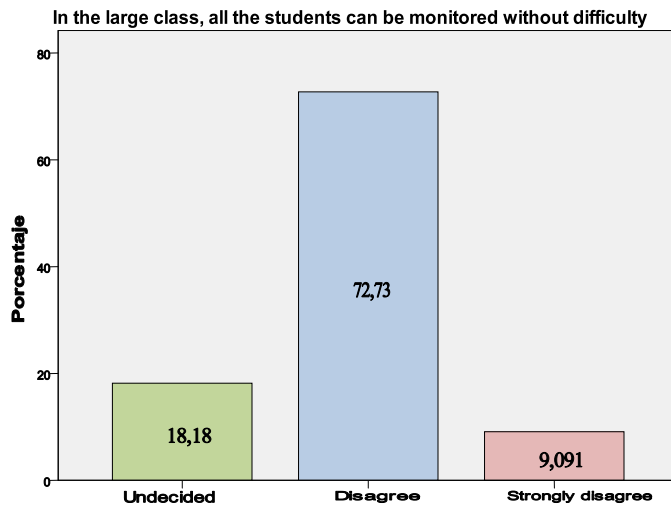
ITEM 20

In the large class, cheating is easy to be noticed



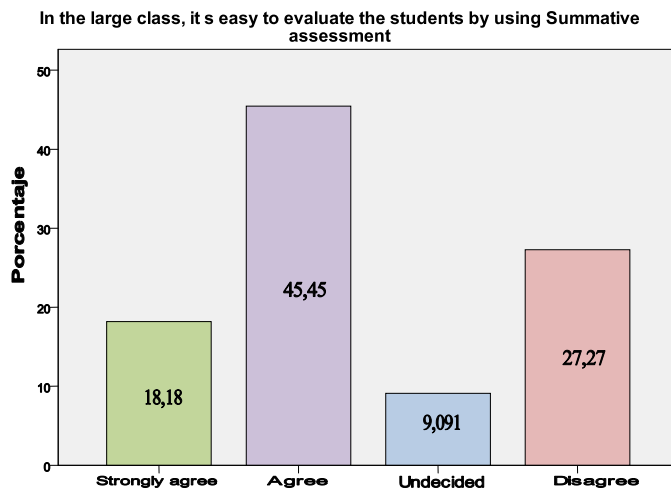
For the majority of the teachers it is not easy to notice when the students cheat in the large class.

ITEM 21



The majority of the teachers considered that they cannot monitor all the students in the large class.

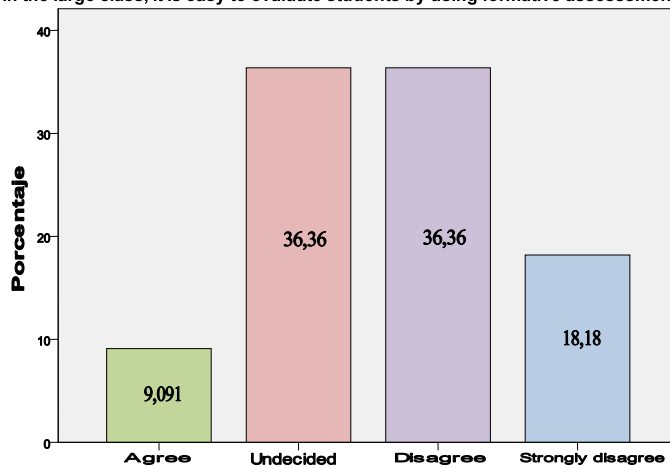
ITEM 22



For the majority of the teachers it is easy to evaluate the students by using summative assessment.

ITEM 23

In the large class, it is easy to evaluate students by using formative assessment

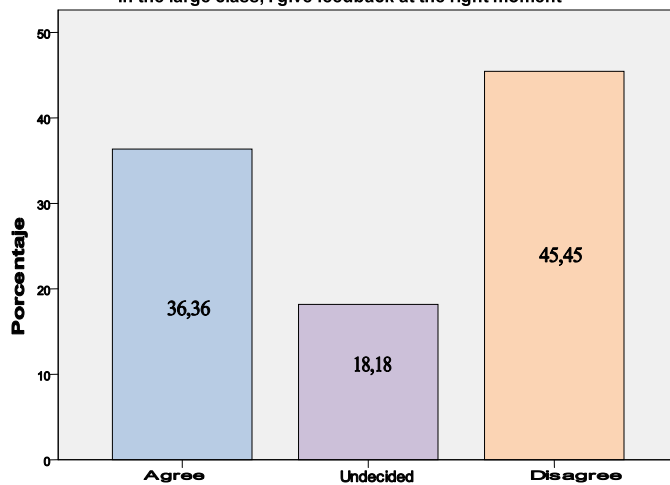


This graph shows that for a 36.36% of the teachers are undecided whether it is easy to evaluate students by using formative assessment; conversely, the same percentage of teachers disagree with the statement.

LEARNING EFFECTIVENESS

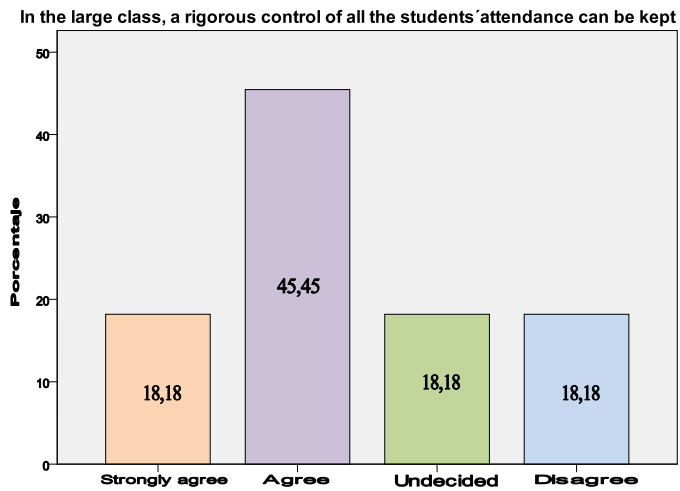
ITEM 24

In the large class, I give feedback at the right moment



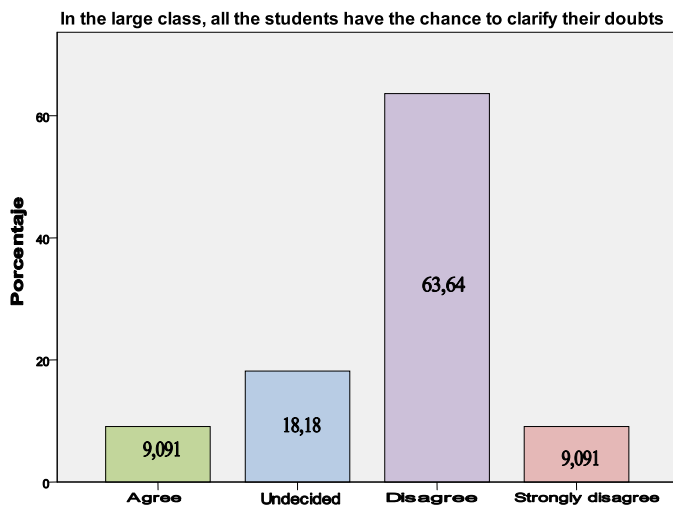
The majority of the teachers disagree that they give feedback at the right moment in the large class.

ITEM 25



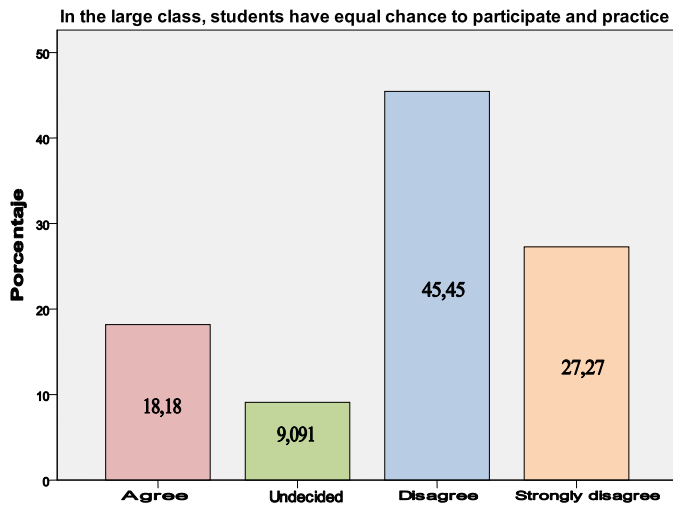
This graph shows that the majority of the teachers agree that a rigorous control of all the students' attendance can be kept in the large class.

ITEM 26



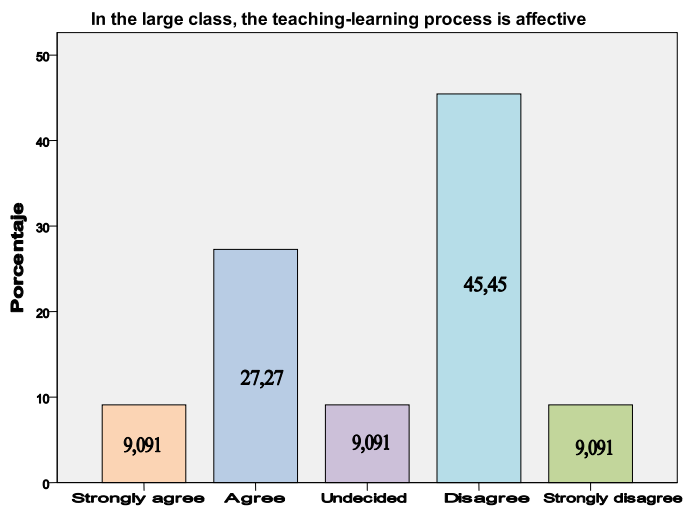
The majority of the teachers disagree that in the large class all the students have chance to clarify their doubts.

ITEM 27



For the majority of the teachers not all the students have chance to participate and practice in the large class.

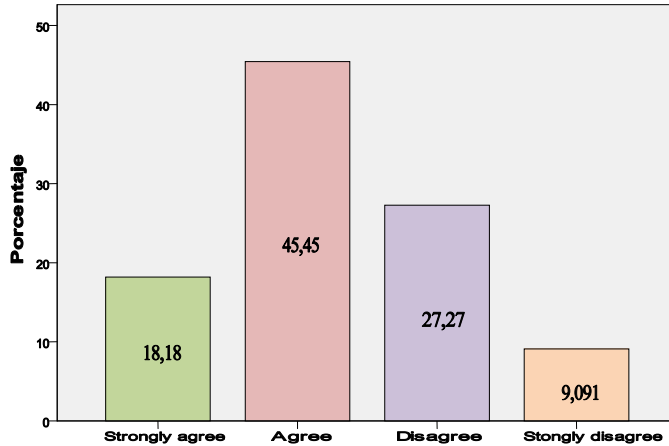
ITEM 28



This graph shoes that for the majority of the teachers the teaching-learning process is not effective in the large class.

ITEM 29

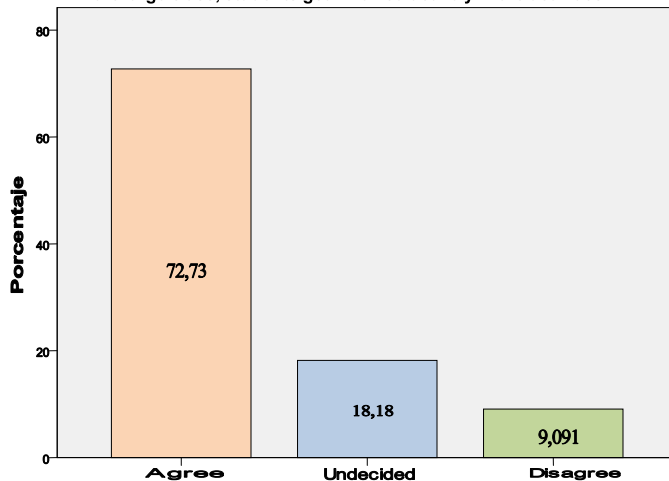
In the large class, there is a variety of activities so that the students can develop the four macro skills



A great percentage of the teachers agree that they provide a variety of activities that help students to develop the four macro skills.

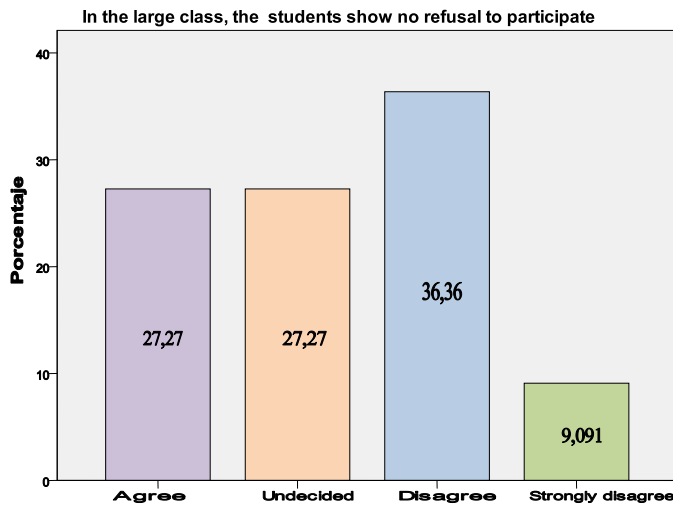
ITEM 30

In the large class, students get involved actively in the activities



This graph shows that the majority of the teachers agree that students get involved in the activities in the large class.

ITEM 31

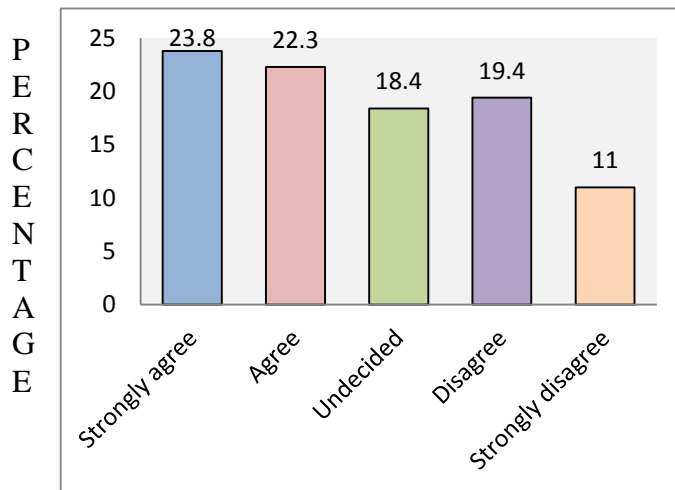


A great percentage of the teachers disagree that students show refuse to participate in the large class.

VARIABLES GRAPHS FROM THE QUESTIONAIRES ADMINISTERED TO THE STUDENTS

DISCOMFORT

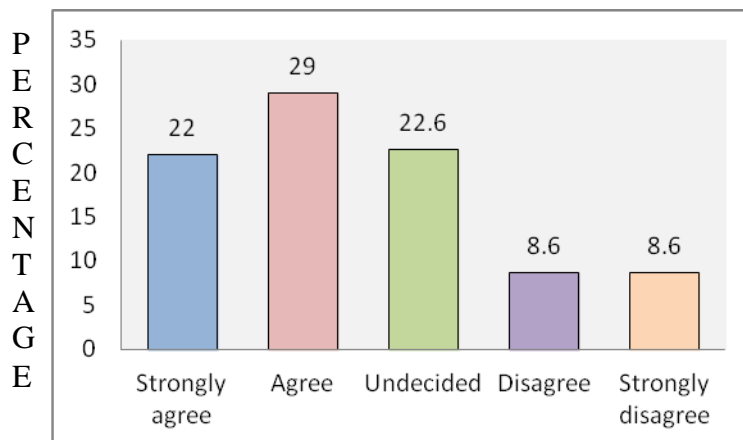
In the large class, limited and poor facilities such as physical space, environment noise level, few desks, etc. make students and teachers feel uncomfortable.



According to this graph, the majority of the students agree that in the large class they feel uncomfortable.

CONTROL

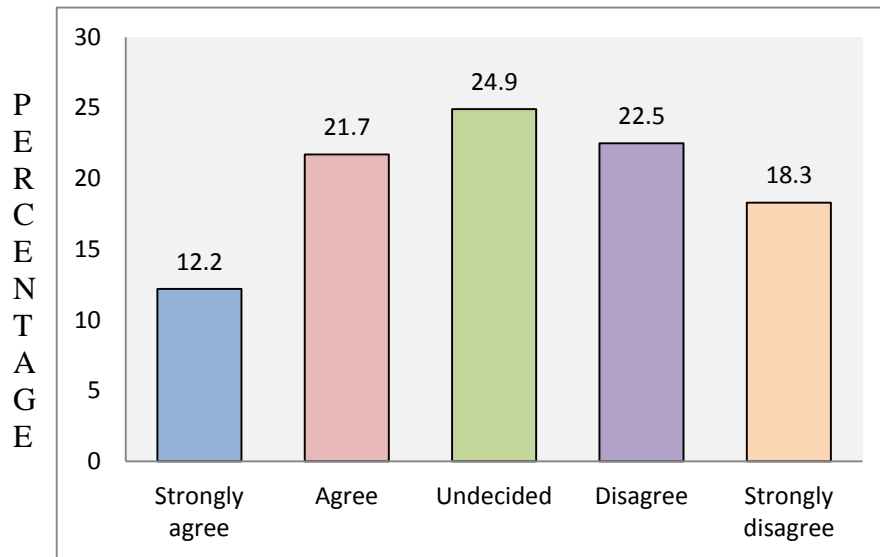
In the large class, discipline problems ,behavior problems, disruptions, lack of students' attention and interest, noise level, monitoring, distractions, etc are difficult to control



This graph above shows that the majority of the students agree that it is difficult to maintain control en large class.

INDIVIDUAL ATTENTION

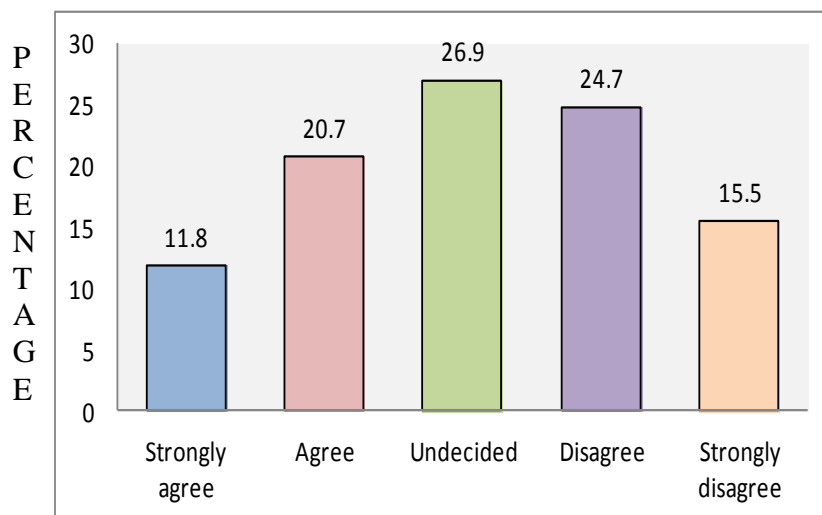
In the large class, time is not enough to give individual attention to every student.



Students are undecided in a 24.9 % that time is not enough to give individual attention to every student in the large class.

EVALUATION

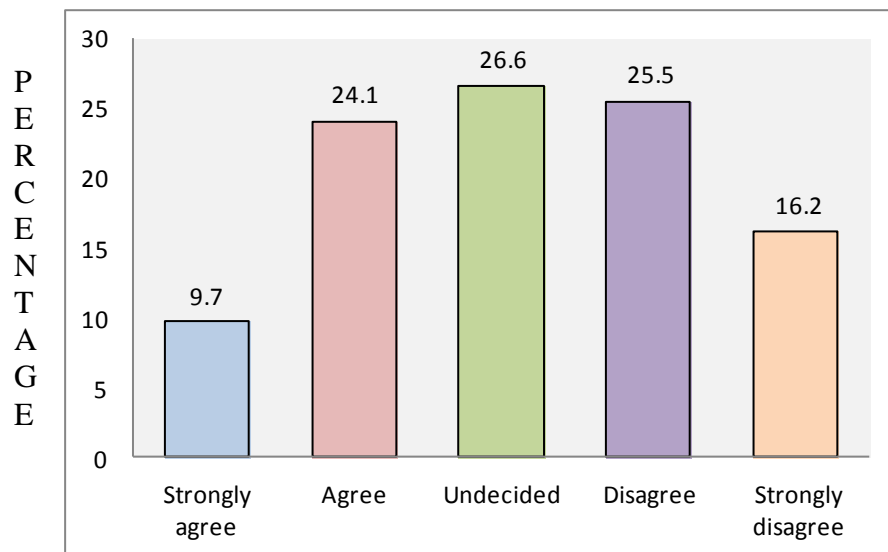
In the large class, to evaluate the students by formative and summative assessment is difficult.



This graph shows that most of the students are undecided while answering if evaluation by summative and formative assessment is difficult in large class.

LEARNING AFFECTIVENESS

In the large class, no chance to participate, refusal to participate, no chance to clarify doubts, no chance to get involved in every activity, makes the teaching- learning process ineffective.

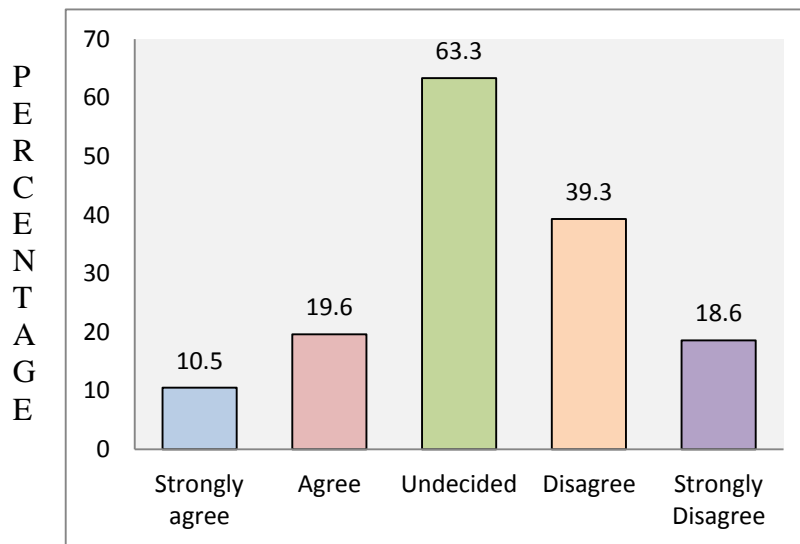


The graph above shows that the majority of the students are undecided if the teaching-learning process is ineffective in large class.

VARIABLES GRAPGS FROM THE QUESTIONNAIRE ADMINISTERED TO INTERMEDIATE ADN ADVANCED INTRUCTORS

DISCOMFORT

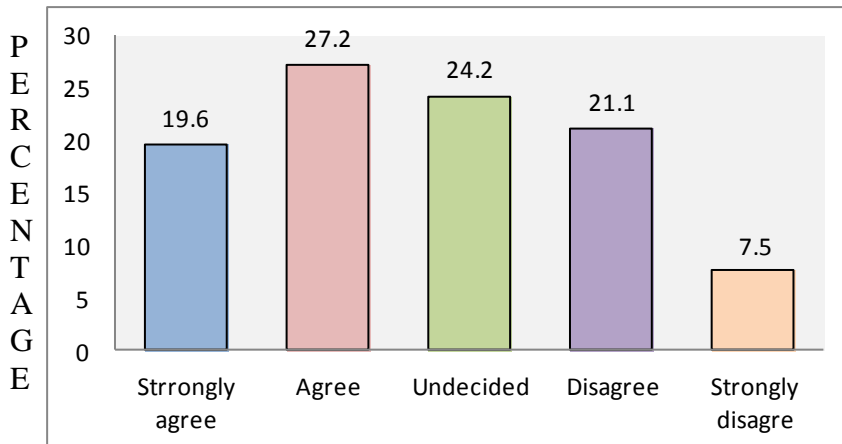
In the large class, limited and poor facilities such as physical space, environment noise level, few desks, etc. make students and teachers feel uncomfortable.



The majority of the teachers are undecided while answering if limited and poor facilities make students and teachers feel uncomfortable.

CONTROL

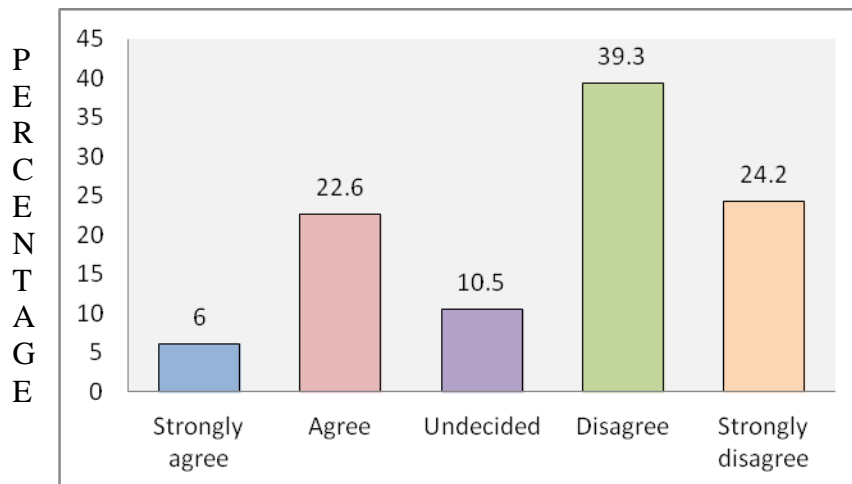
In the large class, discipline problems, behavior problems, disruptions, lack of students' attention and interest, noise level, monitoring, distractions, etc are difficult to control



The graph shows that the majority of the teachers agree with difficult that is to maintain control in the large class.

INDIVIDUAL ATTENTION

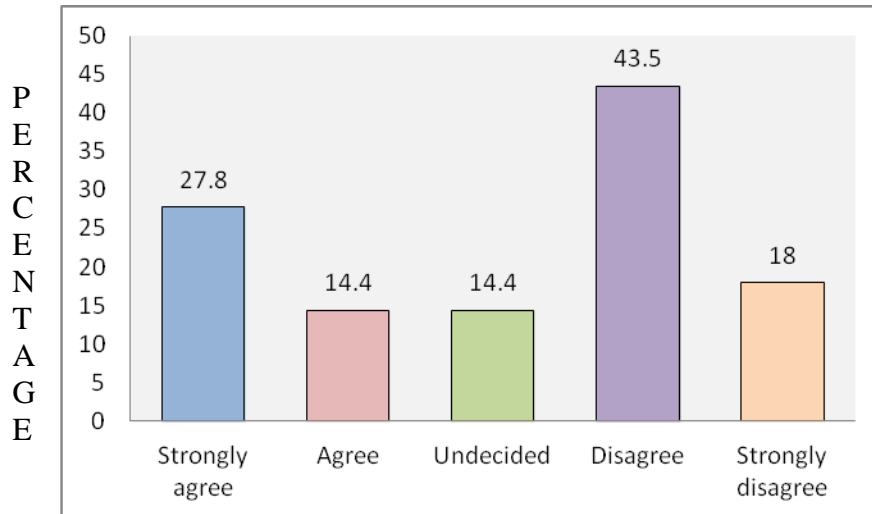
In the large class, time is not enough to give individual attention to every student.



In this graph 39.3 %of the teachers disagree that time is not enough to provide individual attention to every student in the large class.

EVALUATION

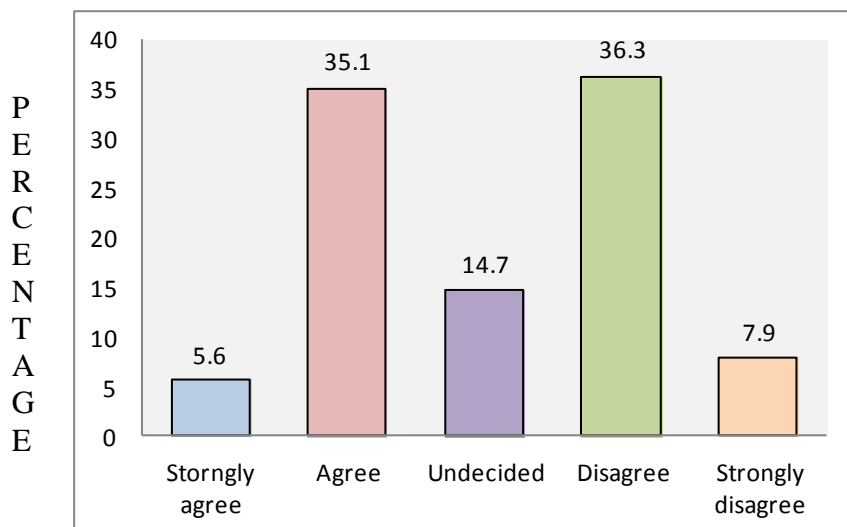
In the large class, to evaluate the students by formative and summative assessment is difficult.



This graph shows that for the majority of the teachers, it is not difficult to evaluate students by summative and formative assessment in the large class.

LEARNING AFFECTIVENESS

In the large class, no chance to participate, refusal to participate, no chance to clarify doubts, no chance to get involved in every activity, makes the teaching- learning process ineffective.



In this graph a 35.1 % of the teachers agree that the teaching-learning process is ineffective in the large class, while a 36.3% of the teachers disagree with that statement.