UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE RESEARCH:

CLASSROOM MANAGEMENT PROBLEMS IN LARGE CLASSES AND
CLASSROOM MANAGEMENT ALTERNATIVES IN ADVANCED ENGLISH I
GROUPS AT THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF
EL SALVADOR DURING THE TERM II-2013.

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

PRESENTED BY:

DEYSI DEL CARMEN CORNEJO AREVALO   CA08078

JUAN FRANCISCO REYES   RG04076

JOSE DAVID MENDOZA COREAS   MC06091

ADVISOR:

LIC. JUAN CARLOS CRUZ

MAIN CAMPUS, FEBRUARY 3^{RD,} 2014

ACKNOWLEDGMENTS

ACKNOWLEDGEMENTS

INTRODUCTION

Nowadays, university language classes are often given in large groups with more than 50 students, even when large classes have been criticized for limiting learning. They make it more difficult for teachers to maintain a good discipline and to monitor students´ work. Large classes are frequently perceived as one of the main barriers to quality learning (UNESCO, 2006). While the definitions of large classes is not well defined, writers such as Murphy (1998), Harmer (2005) and Blatchford (2002) move around the average number of 13 to 17 students for a small class, and more than that for a large one.

Classes at the Foreign Language Department at the UES face these problems as well. Teachers from this department have to deal with the heat, noise, misbehavior, and other problematic situations presented in large classes. As an example, the classroom size is not adequate for the large amount of students. According to Hayes (1997), an appropriate classroom has to give the students the opportunity to move freely through activities. Furthermore, the number of desks does not equal the number of students attending the class, and then they have to look for other ones in other classes and it can cause wasting their learning time. Finally, interaction among students and teachers is affected too. Gibbs & Jenkins (1997) reinforced this when saying that large classes also affect one of the most important part of the language learning process such as the interaction and communication between students-teacher and students-students.

Writers such as Harmer, Scrivener, Carbone, are mentioned in the present research, since they have discussed this problematic situation for years and they have stated that with the appropriate classroom management strategies, large classes' problems can be overcome. Strategies are useful to this environment like: to use gestures to transmit instructions (Scrivener,

2005), to arrange the desks strategically according to the activity, to be creative when giving feedback, and others. In the present study, researchers want to determine what strategies are applied by Advanced English I teachers at the Foreign Language Department, and how to cope with classroom management problems of large classes that affect the students' learning. In other words, the scope of this study extends to the classroom management strategies to deal with large classes.

The aim of this research was to know what classroom management strategies teachers use in large classes. For such a purpose, it was necessary to interview teachers about their performance in the classes. Then, students were questioned about what teachers do in the classroom and how he/ she applies the strategies. Finally, classes were observed in order to verify the information gotten from teachers and students. This process allowed to identify positively all the strategies used in large classes, minimizing the possibilities of getting the erroneous information and proving the veracity of the present study.

The research project includes both qualitative and quantitative method. In the case of the quantitative method, a questionnaire and a class observation check list were prepared. In the case of the qualitative method, an interview for teachers was elaborated. The questionnaire addressed the issue in a way that students felt confident. The survey was administered to Advanced English I students from the Foreign Language Department in the second term of the year 2013 of the Teaching English Major.

Moreover, a check list was elaborated with similar questions related to the problematic situation. It was checked by the researchers during the class, where teacher and students were observed to determine what classroom management strategies teachers apply in their classes.

Finally, the interview was elaborated using the same questions regarding classroom management strategies, in such a way that the students were confident. The interview was submitted to Advanced English I teachers from the Foreign Language Department in the second term of the year 2013 of the Teaching English Major.

JUSTIFICATION

Every semester the enrollment of students is growing all over the world and at the University of El Salvador is not the exception. According to Secretaria de Asuntos Academicos (SAA) from the University of El Salvador, in 2002 586 students were part of the Foreign Language Department and in 2012 the amount was 1,474 students. The management of overpopulated classrooms is more difficult especially when learning a language. Teachers need to be updated regarding strategies that work with problems a large class may present. Generally speaking small classes are easier to handle and do not require advanced strategies that large classes need. If teachers know and apply those strategies they will manage more effectively overcrowded classrooms and they might minimize misbehavior, seating arrangement problems, poor individual attention, poor voice projection, passive participation and lack of involvement of students in the class.

This research will contribute to experienced and inexperienced teachers to overcome classroom management problems in English Foreign Language large classes. Most of the teachers at the Foreign Language Department at the University of El Salvador have taught a class with a high number of students. Thus, to guarantee students learning, they have had to make use of classroom management strategies. Hence, due to the amount of work this kind of classes present, some important aspects such as: feedback at the end of the class or oral presentations, academic advisory, use of realia, interaction and relationships among teachers and students or learning student's names are not taken into account the way they should. There are lots of studies on classroom management strategies to cope with management problems of large classes. For instance, some researches done by Scrievener (2005), Graham & Jenkins (2002), Carbone

(1998), emphasized the necessity of innovative strategies to cope with large class problems every day.

This research project will attach to the learning English process of the students, and it will suggest classroom management strategies that are not used at the Foreign Language Department by recognized authors in the field of teaching a Foreign Language in a large class context. The results will not only compile teachers first hand opinion from an interview on how they deal with large classes at the Foreign Language Department, but also identify which classroom management strategies need to be included to avoid serious large class problems especially for beginner teachers. In short, this project will analyze the effectiveness of applied classroom management strategies by teachers at the Foreign Language Department and which strategies need to be included to solve large class problems.

OBJECTIVES

GENERAL OBJECTIVE

➢ To establish the effectiveness of the classroom management strategies used in the Advance English I groups to achieve the learning goals in a large class.

ESPECIFIC OBJECTIVES:

➢ To describe the most effective classroom management strategies for a large class.

➢ To outline the most useful/effective classroom management strategies implemented by teachers of Advanced English I groups.

➢ To identify the weaknesses the Advanced English groups have in terms of managing large class problems.

STATEMENT OF THE PROBLEM

The Foreign Language Department at the University of El Salvador has suffered an increase in the number of students in the majority of classes, as a result of the growing necessity of communicating abroad. Thus, there are English classes with more than 40 students, when according to Murphy (1998) the highest number in an English class is 25. As a result, teachers are overwhelmed by all the difficulties carried by large classes, and it has been prove that the classrooms at the Foreign Language Department are inadequate for such groups. Advanced English I teachers know this reality very well since most of them have had to face this challenges, too. In fact, most of them agreed that to teach large it is necessary to use classroom management strategies.

According to Harmer (2005), teachers´ strategies depend on the amount of students teachers have and the problems these students bring. For instance, due to the time limitations teachers have in a large class, they are not able to give feedback or clarify doubts. Besides that, teachers do not give students the opportunities to talk. Moreover, they have to speak louder as they want to be heard by all students. In order to overcome these issues, authors such as Dunbar (2004), Opp- Beckman (2006), Hess (2001), Harmer (2005) have suggested a set of appropriate strategies for ensuring learning in an EFL large class. However, even though there is a great number of strategies teachers can apply, not all of them are applied by Advanced English I teachers taking into account that according to (SAA) "Secretaria de Asuntos Academicos" the number of students at the Foreign Language Department is increasing every year and currently 1,474 students are registered in the major.

In response to this problem, the present study aims to investigate "what classroom management strategies teachers applied in Advanced English I groups to cope with classroom management problems presented in large English classes at the University of El Salvador during the term II- 2013". This study mainly focused on determining the classroom management problems teachers' face in large class and the strategies they applied as a result. In order to do that, the information was gathered from three main sources, which were: the teachers, the students and the observation of the classes. So that the classroom management strategies applied by teachers could be identified. Moreover, additional strategies that previous studies and authors have shown to work well in large classes concerning classroom management can be put into practice by experimented and novice teachers at the Foreign Language Department.

KEY TERMS DEFINITIONS

Classroom Management: a term used by teachers to describe the process of ensuring that classroom lessons are smoothly (Stanley & Porter,2002).

Large class: a small class contains from 13 to 17 students while a large class contains from 18 students and on (Murphy 1998). The concept of what constitutes a large class is difficult to define because it is not a tangible construct; rather it is subjective and depends on many variables (Shamin, Negash, Chuku & Demewoz, 2007).

Teachers` roles: All roles teachers take in a class to facilitate the student´s progress in a way or other (Harmer, 2003).

Assessment: It is about finding out where teachers have arrived and deciding where they want to go (Carbone, 1998).

Feedback: It is one of the most powerful influences on learning and achievements. This impact can be either positive or negative and it is conceptualized as information provided by an agent (Hattie, 2007).

 Realia: Those are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. A teacher of a <u>foreign language</u> often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians (Harmer, 2004).

THE LITERATURE REVIEW

Overpopulation is one of the biggest issues that affect the teaching-learning process. Nonetheless, reduction of large classes does not seem to be an option in the educational system. Teachers must use a wide range of strategies and teaching techniques to ensure student's language learning, that is why it is more than a necessity to find out the effective approaches to maximize teaching and learning in large classes in general and in Large EFL classes in particular, Madrid & McLaren (2001). In fact, the number of students in the majority of the subjects taught at the University of El Salvador exceeds the number established by experts in teaching a foreign language.

Classroom management is indispensable in the English Foreign Language (EFL) learning. According to Stanley & Porter (2002), Classroom Management is a term used by teachers to describe the process of ensuring that classroom lessons are smoothly. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, and certainly the establishment and enforcement of routines and rules as it is cited by Parsons, Hinson & Sardo-Brown (2003). Managing a class full of students is one of the biggest challenges faced by teachers. If teachers do not have an effective plan in place, there will not be much opportunity for students to engage in meaningful learning experiences.

DEFINING A LARGE CLASS

There is no global definition of what a large class is. According to Murphy (1998), a small class contains from 13 to17 students while a large class has more than 18. The concept of

13

what constitutes a large class is difficult to define because it is not a tangible construct; rather it is subjective and depends on many variables Shamin, Negash, Chuku & Demewoz, (2007). Researchers' viewpoints vary about large class definition, nevertheless, Freeman, (1998); Hensley & Oakley (1998, p.144) argued that "Forty students in a foreign language class may well qualify as a large class". Also, Mulryan-Kyne (2010), referred to a large class as "a class that is too large for effective teaching to occur" (p.176). Moreover, Onwu and Stoffels (2005), stated that "A large class is one where the majority of characteristics and conditions present themselves as interrelated and collective constraints that impede meaningful teaching and learning".

From what has been discussed so far, it is understandable how subjective the notion of a large class can be. Blatchford (2002), pointed out that a large class in India may differ from the concept of a large class in Europe which may be totally different from a large class in Costa Rica. Following the same reasoning, what is a large class in Thailand may be a small class in the United States. However, factors other than the number of students in the classroom need to be considered while defining large classes. For Shamin (2007), variables such as the physical conditions in the classroom need to be taken into account. This includes "The amount of space available, teaching focus and teaching methodology" (p.13).

TEACHERS AND STUDENTS' CHALLENGES IN A LARGE CLASS

There are three main disadvantages students identify in an English Foreign Language Large Class: student's interaction, limited physical space and student's misbehavior. According to Dhority & Jensen (1998) an overcrowded classroom in which 100 students are sitting limits an important part of the learning process, especially in "forming relationships", since students learn

a high percent of their knowledge from their peers. However, to know each other in a scenario like this is problematic because it is hard to make eye contact or interaction with everybody. In addition, it is uncomfortable to interact in a room that there is not space to move out, where the teacher's voice cannot be heard at the back, where students are chatting, others are bored and yawning, and cell phones are ringing.

According to Harmer (1992) a large class represents several obstacles that students face when attending them: "Individual students do not have much of a chance to say anything on their own. Many students are disinclined to participate in front of the whole class since to do so brings the risk of failure. Communication between individuals is more difficult in a group of twenty or thirty than it is in groups of four or five. In small groups it is easier to share material to speak quietly and less formally and to have more eye contact" (P.143). Blatchford (2002) found that in large classes students have less active roles and interactions with their teachers. Furthermore, a large class provides students with poor individual attention, focusing more on active students than on the shy ones, putting these students in the state of passive learners or audience.

To establish continuous students´ engagement the teacher demands from students to push themselves further than they normally do. Erin & Porter (2002) stated that teachers need to do everything possible to transform the students from passive observers to active learners. So, often teachers need to get students out of their seats to work in pairs or groups to solve a problem, because they learn more and retain more when they are actively involved. In addition, working in pairs at the start of every class gets everyone engaged, not just people who raise their hands. Besides, when students share their thoughts with each other, the class discussions reach a higher

quality. As a result, students' engagement requires their interests to keep them motivated to reach the objective of being active learners.

Teachers often complain that in large classes students show very little respect for each other and begin chatting as soon as discussion threatens to commence. To avoid this problematic situation Wisman & Cordes (1995), mentioned an excellent way to engage students to participate by asking them lots of questions that they can respond at once. For example: "age" "height" "birthday" and others. Also, Murylan Kyne (2010), resumed the importance of participation by emphasizing how much impact engaging students has on listening to their teacher and peers when they talk, since students learn a high percent of their knowledge from their peers. Also, by doing these students quickly develop new concepts, understanding and skills that they do not develop just by sitting through lecture.

As a conclusion, as seen before, there are many challenges teachers and students face in an EFL large class. Students´ interaction, limited physical space and students´ misbehavior are the main problems identified by them. However, these problems also have made teachers and students to look for the most appropriate solutions. For instance, it is necessary to have the students working in small groups, make students active learners and ask them questions to avoid misbehavior. Finally, to overcome Large Classes problems, it is necessary make use of the strategies mentioned before.

PROBLEMS THAT AFFECT IN AN EFL LARGE CLASS

The lack of interaction is one of the main problems affecting the students' development in a large class. Hayes (1997) pointed out that many teachers are concerned that they are neglecting the needs of their students as individuals and that as far as students are attentive in the class, teacher's attention to individuals hardly matters. Moreover, Harmer (1992) stated the importance of the students' locations in the classroom, when he said that it is difficult for teachers to have contact with the students sitting at the back and for students to get individual attention in a EFL large class.

Students and teachers are negatively impacted by EFL large classes. For instance, teachers daily face different problems including difficulties with speaking, monitoring, and giving feedback, problems in individualizing work, avoidance of task that are demeaning to implement, difficulties for the teachers when moving around classroom, and poor attention of students (Christensen,1994). However, beside all these challenges, teachers' effort to supply students' needs are not taken into account. Furthermore, McPherson (2006) found that teachers are unfair lower rating by students due to the large size of their class. In contrast, students tend to rate a professor´s teaching quality higher when class size is smaller.

In a large class, classrooms present an impersonal and ineffective learning atmosphere. This environment "does not allow the effecting learning to occur". Frederick stated that (2002, pag 58) teachers can not identify problems properly and give feedback. In fact, in large classes, there is no sense of community among students (Todd, 2006). Besides, there is lack of individual attention as a result of a large class and it will become a negative stimulus and cause students to

lose their interest and be unwilling to cooperate with the teacher in class (Blatchford, 2007). Finally, this problematic situation impacts both teachers and students in large classes.

LARGE CLASSES AND CLASSROOM MANAGEMENT

Classroom management is one of the main difficulties associated with large classes. Scrivener defines it (1994) as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Krieger (2003) found in his studies that teachers in small-size classes use more facial expressions, more eye contact, and more positive remarks, spend more time on direct instruction and work more often in small groups than they do in the large-size classes. Besides, in smaller classes behavior is better and classroom management of behavior is easier since personal attention in smaller classes is possible.

Engaging students in large classes is very important for maximizing learning. Weimer (2009) pointed out some details to ensure student engagement in an English Foreign Language large class. First, teachers have to learn students' names, as teachers make a serious effort to learn their names, students will appreciate it because they will feel teachers care about them. Second, teachers can learn from students and get them to interact among themselves making them feel that everybody will learn from each other. Finally, it is important that teachers establish a standard grading system because for the students it is really significant to understand the evaluation system to judge teacher's reaction to their work and be able to meet teacher's standards as the semester progress.

Maintaining students' discipline seems to be much harder for teachers when having large classes. Hayes (1997) reinforced this idea when he revealed that teachers are often worried about the behavioral aspects of large classes. Further, they feel unable to control what is happening and that the classes become too noisy making it difficult for students to hear the teacher and concentrate because they are distracted by their peers. Moreover, attitudinal aspects of the students are difficult to maintain due to their misbehavior in a large class. Finally, for all these reasons discipline is more difficult to maintain in a large class.

The students' grouping is really important for large classes. Harmer (1992) pointed out that, to avoid students' lack of cooperation and low motivation in large classes, it is necessary to make use of pair work and group work. Group work seems to be an extremely attractive idea due to the amount of student talking time that takes place and there are more people to react with and against. On the other hand, pair work increases the amount of student's English practice while it encourages students' cooperation and allows students to use language. To sum up, pair work and group work are really useful for promoting team work and enthusiasm in a large class.

TEACHERS´ ROLES

During a lesson, teachers change from one activity to another and from one stage of the activity to another. However, they do not maintain the same role from the beginning to the end. As the class is changing, teachers start changing hats too. Knowing how and when to make these changes determines teachers´ effectiveness. All roles, after all, aim to facilitate the student´s progress in a way or another (Harmer, 2003). Also, what role teachers take into the classroom relies on what they want students to achieve (Scrivener, 2005). Roles such as controller,

prompter, participant, organizer, assessor, resource and tutor are the most useful when teaching an EFL large class.

Many teachers love to control everything in the classroom saying what, when and how an activity takes place. This is done with the best intentions: to transmit knowledge (Baker, 2005). The controller role is very useful when announcements need to be made, when grammar explanations or instructions about an activity are given. Also, it is appropriate when order has to be restored in the class. Besides, it helps students to progress with controlled practice since all attention is focused on the front of the class, and the students are all working at the same beat (Harmer, 2003). Finally, the controller role is fitting well in the first stages of a class, after that, it is time to be an organizer.

The next step is to organize students to do the activities. First of all, like a controller, an organizer gives general information about the activity to the whole class, trying to get all the students involved, engaged and ready (Harmer, 2003). Second, he gives a brief demonstration about what the activity is about. Later, he puts the students into pairs or groups depending on the case. Then, an organizer decides how much time students are going to have to develop the activity. Finally, he has to close things down when it is time to stop and he gives give a short feedback. As seen above, to be an organizer involves many activities needed in an EFL large class, but when the class moves around another role takes place (Jeremy Harmer, Jim Scrivener, Mary Spratt, Alan Pulveness, Melanie Williams, Christopher Dunbar, 2005).

Now it is time for the teacher to act as an assessor. To begin with, an assessor tells the students how and for what they are being assessed. Then, he grades them as fairly as possible, by giving them the same opportunities and criteria of evaluation. Then, he lets students know their

grades in a sensitive manner taking into account their possible reaction to their grades. Besides, an assessor not only grades students but offers feedback and corrections after all. When everything is done, he makes the biggest decision to say whether a student is able to pass to the next level or not. Finally, deciding if a student passed the course or not, the teacher does everything required to help him learn.

According to harmer (2003) to be a prompter, as any other role, have its own characteristics needed for an EFL large class. Firstly, it nudges students forward in a discreet and supported way. Secondly, a prompter is able to suggest what the students can say in an oral presentation or write in a paragraph. The importance of this role relies on the actions the teacher does in the right moment students need to clarify doubts. For example, when a student gets confused in an oral presentation and does not know how to complete ideas, the teacher suggests possible words that fit on the contexts. In short, when a teacher prompts any students, he must do it sensitively and encouragingly, but above all, with discretion.

According to Williams (2005), the teacher has also another important role to perform which is to participate as another student. As a participant in an EFL large class, the teacher has the opportunity to come up with things from inside getting students' confidence and learn from them as if he were another peer. Additionally, according to Harmer (2003), teachers should not be afraid to participate since not only will it probably improve the atmosphere in the class, but it will also give the students a chance to practice English with someone who speaks better than they do. By doing this, the teacher makes participation more enjoyable than being only a resource.

ASSESSMENT AND FEEDBACK IN LARGE CLASS

Every teacher needs to know how good a student is doing during the process of learning a second language, this is called assessment. Carbone (1998), states that assessment is about finding out where teachers have arrived and deciding where they want to go. In large classes, the fear is that frequent assignments will create a mountain of work. Nevertheless, if there are only two major tests, with no smaller quizzes or assignments in between, then there will be minimal opportunities for teachers to adjust and learn from past mistakes. However, she added that it is not simply a way to label students with number grades. And if students undergo continuous assessment, they get qualifications partly or entirely based on the work they do during the year, rather than on exam results (Collins COBUILD dictionary, 2007). To know more about students' performance it is necessary to assess frequently and continuously.

According to Carbone (1998), teachers have to be creative to assess students' performance and they have to look for strategies so that students feel motivated during the process. For instance, when giving feedback on oral or written work, teachers have to be on the looks out for positive comments upon. Also, when giving feedback, teachers need to discuss not only on grammatical accuracy but also on students achievement. Likewise, Harmer (2001) states that during communicative activities, it is generally felt that teachers should not interrupt students in mid-flow to point out a grammatical, lexical or pronunciation error, since to do so interrupts the communication and drags an activity back to the study of language form or precise meaning. Teachers frequently act as observers, watching and listening to students so that they

can give feedback afterwards. To avoid forgetting the students mistakes teachers have to write notes.

Harmer (2001) pointed out that it is important to make sure that the feedback teachers give is appropriate to the students' concerned and to the activity they are involved in, and that they recognize feedback as a crucial part of the learning process, remembering that most of the students want and expect their teachers give them feedback of their performance. Moreover, Gottschalk (2004) found that students like to feel that their instructors are interested in what they say and how they say it. Cultivating a conversational tone and indicating that teachers understand and appreciate what the student attempted to accomplish (whether or not the student actually achieved his or her goals) can go a long way toward helping the student accept their feedback rather than responding defensively. Therefore, assessment is really important to know the students progress, and feedback is necessary for students to improve through knowing on what they have failed.

SUGGESTED STRATEGIES FOR CLASSRROOM MANAGEMENT IN AN EFL LARGE CLASS

INCREASING STUDENTS' INVOLVEMENT

1.-   Change your teaching style to focus less on lecturing and more on students doing activities in pairs or small groups as a result you widen the activity zone to include the whole classroom. Use a variety of activities that will interest and involve all the students (Ceranic, 2009).

2.-   Get students to share their sits, for example, every Monday, have the same row move to the back and all other rows move forward so that during the term all students have a chance to sit in the action zone (Opp-Beckman, 2009).

3.- Begin with some straight forward questions (such as reiteration or facts from the text) that all students should be able to answer (Scrivener,2005).

4.- Follow with more complex questions (that require inferring, evaluating or summarizing) but allow more thinking time and perhaps time for students to change ideas with a partner (Scrivener, 2005).

5.-   Encourage students to back up their responses with evidence, for example, if they give yes/no or true/false answers, ask them, "what makes you say that" (Ceranic, 2009).

6.-   At the start of the course, establish with your students a set of classroom "rules of participation " that emphasize respect for other students and the value of making mistakes as part of the learning process (Harmer, 2001).

7.-   At the start of the course, use activities (ice breaker) that help students get to know one another (Ceranic, 2009) .

8.-   Use more pair and group work to allow students to practice the language in a less threatened environment. Pair and group work also allow more students to speak than would be possible in a whole class situation. Beginning with pairs or groups in which students know each other well and, as they develop confidence, try mixing pairs or groups and ask students to speak in front of the whole class (Harmer, 2001).

TO REDUCE NOISE IN AN EFL LARGE CLASS

The following ideas from the British council (2007), are suggested to deal with the noise made by large classes.

1.-   At the start of the curse, discuss with your students the problem caused by exceeded noise, and together with them, establish a serious of ground rules for reducing noise level. You might want to display this in the classroom wall and remind students of them from time to time.

2.-   Ensure that the group activity requires working together and sharing. Avoid the possibility that students can sit together in a group, but they have to do the activity individually.

3.-   Train students in giving feedback and in peer assessment.

4.-   Provide model answers so that students can self-assess their homework assignments.

5.-   Ensure that both individual and group efforts are assessed. Plan group activities in such a way that it is possible to assess individual contribution as well as group performance.

6.-   Collect a few examples homework each class and choose different students each time. This allows you not only to see the individual students work but also to identify any difficulties that students in general are having.

ARRANGEMENT:

1**.-**   **Horseshoe**: In smaller classes, many teachers and students prefer horseshoe. In a horseshoe, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector, and/or tape recorder are situated (Harmer, 2007).

2.- **Circle**: Classes which are arranged in a circle make a quite strong statement about what the teacher and the students believe in. The Round Table in the legends of King Arthur was designed by him specially so that there would not be arguments about who was more important than who. So teacher believes everybody is equal important (Scrivener, 2001).

3.- **Separate tables:** In some classrooms students sit in groups at separate tables, whether they are working as a whole class, in groups or in pairs. In such classrooms, the teacher walks around checking the students´ work and helping out if they are having difficulties prompting the students at this table, or explaining something to the students at that table in the corner (Dunbar, 2004).

4.- **Friendship:** the teacher puts friend with friend, rather than risking the possibility of people working with others whom they find difficult or unpleasant (Harmer, 2007).

5.- **Streaming**: Pairs and groups should have a mixture of weaker and stronger students. In such groups the more able students can help their less fluent or knowledgeable colleagues (Dunbar, 2004)

6.- **Chance:** students can be also grouped by chance that is for no special reasons or friendship, ability or level of participation (Ceranic, 2009).

GESTURES:

1.- When the teachers want the students to be silent, they put their fingers in front of their mouth (Scrivener, 2001).

2.- When teachers do not understand what the students do they frown at them when teachers want students to say sentences correctly they indicate the structure using the fingers fiving each finger a word. This technique is useful when students miss some words in a sentence (Harmer, 2007).

DISCIPLINE

The following strategies are suggested by Scrivener (2001) to deal with disciplinary problems in large classes.

1.- Students have to raise their hands when they want to participate.

2.- Students must not pack their things away until the teachers tell them they may.

3.- Students must turn off their cell phones during the class or at least put them in vibration mode.

CONCLUSION

To sum up, it can be said that classroom management strategies not only control students´ disruptive behaviors but it also guarantees the students learning. Classroom management, one of the most important parts of language teaching learning process, covers every movement and every element of a class including the teacher, students and the environment. Classroom management strategies are in fact the whole process of delivering the lesson overwhelming all the problems presenting in the classroom. A language teacher should consider the students' needs and interests to apply the most appropriate classroom management strategies to ensure learning. Without a doubt, classroom management strategies have proven to be the best way to deal with large classes.

METHODOLOGY: TYPE OF RESEARCH

This study consists of a triangulation; taking part students from Advanced English I of the English major at the Foreign Language Department at the University of El Salvador.

In this research, it was decided to use an interview made to the teachers in order to collect the information. Also, there was a check list to collect evidence through observations of the classes of the Advanced English I. Furthermore, a questionnaire was submitted to the students in order to collect students' opinions about the topic. These three instruments were aimed to collect evidence from three perspectives: teachers' perspective, students' perspectives and researchers' perspectives. So, that the validity was higher when getting the results.

The identified problem was classroom management problems in large classes. At the end, the researchers collected and analyzed the data of those instruments.

RESEARCH DESIGN

This research was based on a combined qualitative/ quantitative descriptive method. The aim of this was to describe the teaching strategies Advanced English I teachers from the Foreign Language Department use to deal with classroom management problems in large classes. In this type of design, a questionnaire was submitted to students, an interview was addressed to teachers, and a check list was used for observing the classes of advanced English I groups.

INSTRUMENT

A teachers' interview, a students' questionnaire and an observation check list were the main instruments used to get the data in this research. The objective of the interview was to collect evidence from teachers regarding classroom management problems in large classes and classroom management alternatives in the Advanced English I groups at the Foreign Language Department at the main campus of the University of El Salvador during the term II-2013. The questionnaire for the interview was designed by the researchers working in this study according to the information needed to answer the general research question. The instrument contained questions about teachers' experience in large classes. This questionnaire contained yes/ no questions and at the end teachers had to say the why of their answers. These interviews were recorded so that researchers had further information for the analysis.

A checklist was used to collect data through the observation of different classes. The checklist was checked by the assessor, too. To collect the data, the researchers attended some classes so that they could see the different strategies teachers used or did not use in the classes.

Also, a questionnaire was used. Students had to read a statement and choose from the different options they had in the questionnaire. The options were: strongly agree, agree, disagree and strongly disagree.

The validity and reliability of these instruments rely on the three main sources from which the data was collected. For instance, with interview the teachers' points of view were gotten. Also, the students' perspectives were collected through a questionnaire. Moreover, a check list was used to observe classes and confirm teachers and students' answers. All thse

instruments were checked by the assessor. Also, it was piloted in a group taking as the sample ten students to make the necessary changes when they were needed.

The procedure to collect the data was the next:

Researchers contacted professors from the Foreign Language Department in charge of Advanced English I groups to have a day for interviewing them. Also, permission was asked to pass a questionnaire to the students and to observe the classes. Teachers scheduled the day they could be interviewed. Also, a letter was sent so that teachers knew about the topic being studied and what it was about.

I.   SAMPLE

A. UNIVERSE

This study took place at the University of El Salvador with 150 students that were studying Advanced English I at the Foreign Language Department. Those students are divided into three majors: In Modern Language Major there are 700 students, in English Major there are 672 students and "Profesorado en Ingles" there are 69 students. This survey was conducted by three researchers.

B. SAMPLE

Researchers submitted a questionnaire to 47 students from Advanced English I groups from the English major. The students were selected at random by the professors from the five groups. The students who completed the questionnaire were 9 from three groups and 10 from two groups because there were five groups from the Advanced English I. Also, the five teachers were interviewed to know more about the topic investigated. Moreover, the researchers used a checklist to observe the different groups from the advanced English I. It all was done to have a triangulation of the results gotten from different perspectives.

SAMPLE SIZE CALCULATOR (FINITE POPULATION)

Formula

$$n = \frac{Z^2 \sigma^2 N}{e^2 (N-1) + Z^2 \sigma^2}$$

Where:

N= Size of the population

Z= with a statistical confidence level of

Calculated Z	1.15	1.28	1.44	**1.645**	1.96	2.24	2.58
Confidence Level	75%	80%	85%	**90%**	95%	97.5%	99%

σ= Standard Deviation

e= Sampling error

Calculated

N= 150

Z= 1.645 (Confidence level of 90%)

σ= 0.5

e= 0.1

Substituting the formula

$$n = \frac{Z^2 \sigma^2 N}{e^2(N-1) + Z^2 \sigma^2}$$

$$n = \frac{1.645^2 \, 0.5^2 \, 150}{0.1^2(150-1) + 1.645^2 \, 0.5^2}$$

$$n = \frac{101.4759}{2.1665}$$

n=46.8386

n=47 the sampling will be.

DATA RESULTS AND ANALYSIS

Analysis of the results from the questionnaire

A questionnaire was designed with the purpose of collecting evidence from students regarding classroom management strategies applied by teachers in Advanced English I to minimize classroom management problems of large classes. Also, an interview was designed with the purpose of collecting teachers' points of view of the strategies applied for classroom management problems of large classes. Finally, a checklist was designed to observed the English Advanced I groups with the purpose of checking the points of view of both students and teachers.

A questionnaire was submitted to students of advanced English I groups and different sets of statements regarding classroom management strategies were displayed, they marked the degree of agreement or disagreement with the use of strategies in the classroom in large classes. The interview was addressed to teachers in charge of Advanced English I groups and almost the same sets of statements regarding classroom management strategies were turned into questions to interview teachers. Advanced English I Students answered the questionnaire and Teachers answered the interview giving to the researchers the tools to keep going with their study.

After that, it is presented the triangulation among student's responses of the questionnaire, teachers' answers to the interview and the checklist marked by the investigators for the classes of advanced English I groups that were observed. Some statements of the questionnaire and the checklist are similar in both instruments, that is why it could be compared. However, there are some that are not, and in those cases they are analyzed separately.

1. **In my opinion, I consider a large class has.**

a) 15-25 students   **b)** 26-35 students **c)** 36-45 students **d)** more than 45 students
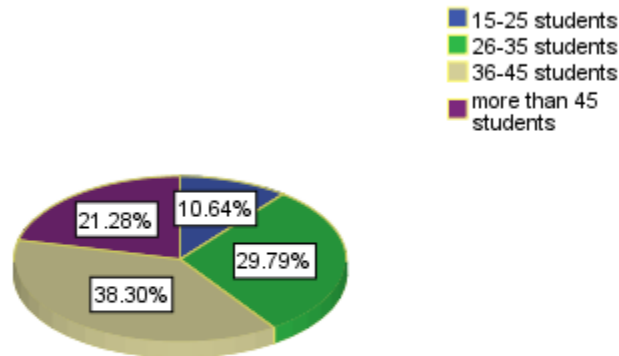
The first statement tries to find out students and teachers' points of view of the number of students that constitutes a large class since well known researchers have different opinions of what a large class is. In the first statement a 38.30% pointed out that a large class has between 36 and 45 students, the second big percentage was 29.79% indicating that a large class has between 26 to 35 students. Also a 21.28% answered that a large class has more than 45 students and just a 10.64% answered that a large class has between 15 to 25 students. Also, this statement was turned into a question and it was asked to teachers. It was seen that almost all the teachers in charge of Advanced English I groups agree that a class with more than 25 students constitute a large class.

ANALYSIS

Almost (90%) of the students of Advanced English I groups agreed with teachers that a large class has more than 25 students. Students and teachers are aware that more than 25 students in a classroom is a large group, especially for learning a Foreign Language remembering that it is to use the language. To avoid this, it is required the interaction between students and teachers

and between students and students. Teachers' points of views on what a large class is is very clear because they consider that a large class has more than 25 students since based on their experience they know that large classes highly demand the use of classroom management strategies.

2. What is the highest number of students you have had in an English class?

When teachers were asked "What is the highest number of students you have had in an English class" The answers varied from one teacher to another. For example, Lic. René Hernández said that 38 was the highest number of students. While Licda. Cecilia Reyes responded 43 students. Lic. Rolando Guzmán answered 45. Lic. Cabrera indicated that in an English class 50 students has been the highest number he has had. And finally, Licda. Gilma Lainez was the teacher who has had more students since she answered she has had 62 students in an English class at the university of El Salvador. According to the present results, all the interviewed teachers have been in large classes which went from 38 to 62 students, even when the recommended number of students of an English class has to have from 15 to 20.
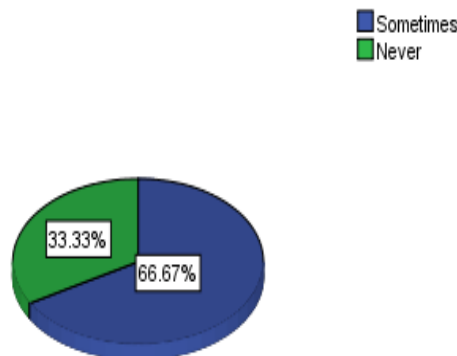
Classroom Management:

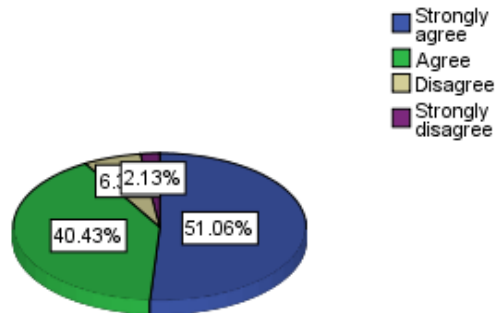**3. When I sit at the back, I listen to my teacher's voice clearly.**
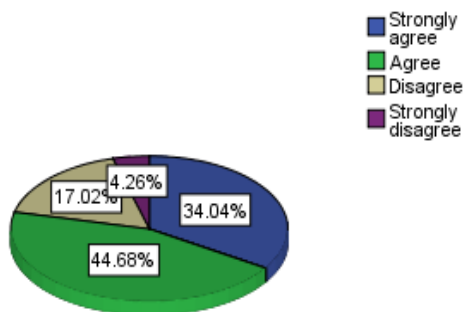
In the first statement "When I sit at the back, I listen to my teacher's voice clearly" a 34.04% of students strongly agreed that they can hear clearly back side of the classroom, likewise another 44.68% also agreed about the same statement. On the other hand, there is a 17.02% that disagreed and a 4.26% strongly disagreed that they cannot hear clearly when they are sat at the back. So, a 21.28% disagreed that in a large class they can hear clearly when they sit at the back while 78.72 agree that they can hear when day sit at the back.
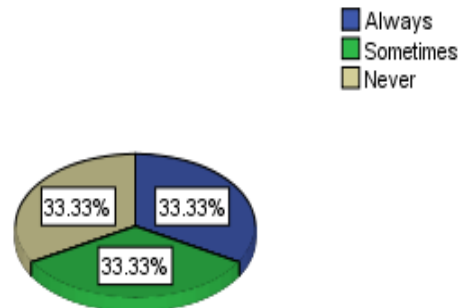
ANALYSIS

The results obtained in this statement emphasized about the effort teachers have to do so that students can hear clearly when they sit at the back in large classes. Licda. Cecilia Reyes said "*It is not easy to project my voice in a very large class because, obviously if it is large there are certain students at the very back of the classroom and I cannot move on to those parts where they are because the number of students in the front do not let me do that*". Lic. Rolando Guzman agreed and he said: "*it is not easy for me to keep my voice because there are still factors that interfere with the voice and if students are not quiet, then, I have to fight against the exterior and interior factors and in a high tone I can get sick, and I can get a sore throat.*" And even thought an 80% of students said they can hear clearly when they sit at the back, the result gotten through observing the class differs because a 66.67% of teachers sometimes make use of an appropriate volume in a large class whereas a 33.33% has a low volume in the large class.

4. My teacher promotes pair-work in the classroom.

My teacher promotes pair-work in the classroom.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6.32.13%
40.43%
51.06%

The teacher promotes pair-work in the classroom.

- Always
- Sometimes
- Never

33.33% 33.33%
33.33%

"The teacher promotes pair-work in the classroom", In this second statement, two graphics were displayed. The first one showed the observation of the class where three class groups were observed and a 33.33% of the teachers always make use of pair-work, the 33.33% sometimes make use of pair-work, and a 33.33% never make use pair-work in in an English Foreign language large class. The second graphic displayed the result of student questionnaire and a 51.06% strongly agreed that the teacher make use of pair-work, a 40.43% agreed that teachers make use of pair-work, a 6.36% disagreed that teachers make use of pair-work and 2.13% strongly disagreed that teachers make use of pair-work.

ANALYSIS

In a large class, it is very important the use of pair-work to help students talking time. Lic. Ricardo Cabrera said in the interview "I *use pair work every day, two or three times in a class"* Also, Licda. Gilma Lainez agreed in the same question because she strongly believed that it is not easy to have everybody's opinion in a large class. However, Lic. Rolando Guzman said: "*Not that often but sometimes I do*" that is why in the result gotten from students almost 90% of them agreed that the teachers use pair-work while the rest a 10% strongly disagreed that teachers make use of pair-work in the classroom and regarding the results of observing the class a 33.33%
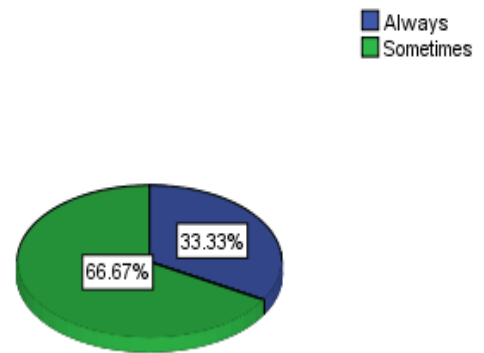
of the teachers *always* make use of pair-work. Another 33.33% answered that teachers *sometimes* make use of pair-work and the rest which was a 33.33% never used pair-work in a large class. . Finally, the use of pair-work in a large class is a great technique to monitor student's work.

5. **My teacher promotes group-work in the classroom.**
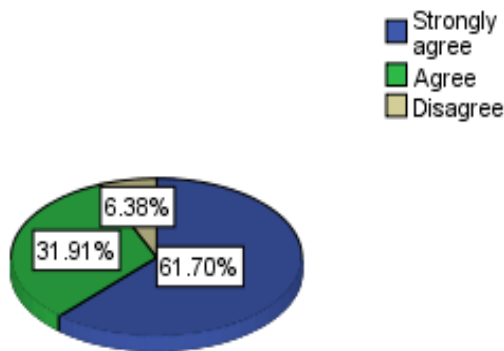
In these graphics, the results of the statement "My teacher promotes group work in the class" showed the following percentages: In this statement for the students a 61.70% strongly agreed that teacher makes use of group-work in the class, a 31.91% agreed that teachers promotes group-work in an EFL large class while a 6.38% disagreed that the teacher promotes group-work in the large class. The results of the observation of the class showed the following percentages: a 66.67% of the teachers sometimes make use of group-work and a 33.33% never use group-work in the class.


ANALYSIS

The results obtained in this statement express the necessity to use group-work in a large class. According to Teacher Rene Hernandez of the Foreign language department at UES "*In a large class it is important to do a lot of group work because it gives students more opportunities to use the language*" However, teacher Rolando Guzman from the department said in the

interview that he sometimes promotes group-work because *" it is difficult for the teacher to monitor all the groups or they tend to switch into Spanish when working in groups, and because they switch the language it is so difficult to keep them on track"*

So, the results gotten from students showed that teachers' opinions are alike since almost 93% of students strongly agreed that teachers promote group-work. However, the results obtained from observing the class expresses that a 66.66% of them always make use of this resource while the rest 33.33% sometimes do.

6. **My teacher changes the position of the desks according to the activity.**
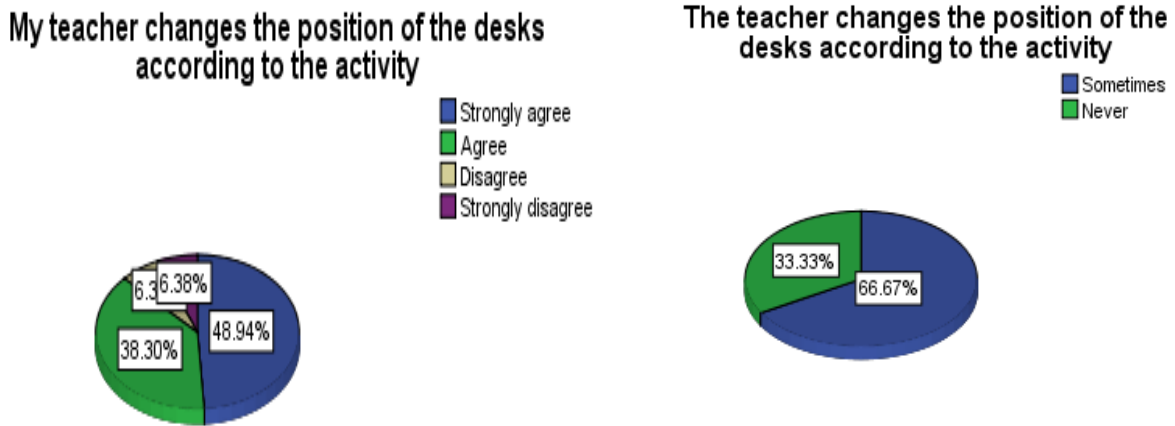
In this graphics, the statement "My teacher changes the position of the desks according to the activity", the majority of students (48.94%) strongly agreed that teachers change the position of the desks and 38.30% agreed in the same statement but a 6.38% disagreed that teachers move desk according to the activity and another 6.38% strongly disagreed that teachers rearrange furniture any time it is needed. The second graphic displayed the observation of the classes, where a 66.67% of teachers sometimes change the position of desk according to the activity but there are 33.33% that never rearrange desks according to the activity.

ANALYSIS

The results gotten in this statement displayed how problematic in a large class rearranging desks according to the activity is, but educators value this stage in a class because they give a different perspective to learning. It was noticed the teacher's words regarding this question "*It is not easy to change the position of the desks because they are too many students and the classroom are not big enough to move all the desks and even if the classroom has a good size, the noise, the time that it takes to move the desks is negative, it is not good for the class because it takes too much time to make the arrangement and I don't like to do it very often*" Licda, Cecilia Reyes. *" the more desks there are, the less chance you have to move the desks and you organize the class and it is quiet difficult so you prefer them to work with people who are around or next to them*" Rolando Guzman. Before mentioned, there were the teachers' impressions expressed in the interview something that differ with the students' results. In here, almost 88% of students strongly agreed that teachers rearrange furniture in a large class. Moreover, the results of the observation showed that a 66.67% of the teachers sometimes change the position of the desks while the rest 33.33% never change the position of the desks.

7. **My teacher gives clearly instructions before any activity in the classroom.**

My teacher gives clearly instruction before any activity in the classroom.

■ Strongly agree
■ Agree
□ Disagree

4.26%
36.17%
59.57%
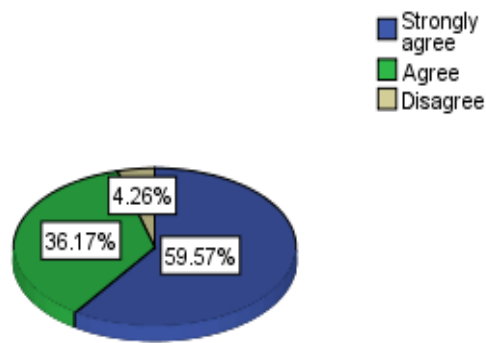
In this graphic, the results of the statement *"My teacher gives clearly instruction before any activity in the classroom"* are the following: 59:57% of students strongly agreed that teachers give clearly instructions and a 36.17% agreed and just a 4.26% disagreed that teachers give clearly instructions.

ANALYSIS

The result gotten of this statement, students and teachers shared the same point of view, since almost a 97% agreed that instructions are delivered clearly. However, teacher Cecilia Reyes expressed that "Not all the students get the instructions easily because students are more distracted in a large class, they don't listen to what the teacher is saying and then they just ask the person next to them and maybe the person next to them do not give them the information in the right way and they are doing things in a different way". In this stage, teachers need to look for techniques to get students on the track of the activities they need to develop, but because of the nature of the class, not all students will reach them fast.

8. **My teacher uses gestures to help clarify instructions and explanations**.

The teacher uses gestures to help clarify instructions and explanations.
- Always
- Sometimes
33.33%
66.67%
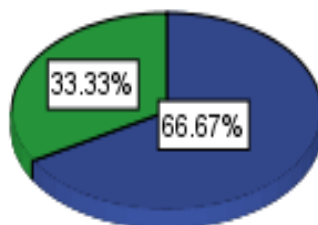
In this graphic, the results of observing the class with the statement "The teacher uses gesture to help clarify instructions and explanations" are the following: a 66:67% of teachers *always* make use of gestures to clarify instructions but a 33.33% of teachers *sometimes* make use of gestures to clarify explanations.

ANALYSIS

According to researches 80% of the information that it is transmitted is done by using body language so it is important to use body language to transmit communication effectively. In a large class this is good resource, let's check the opinion of teachers: Cecilia Reyes answer to the question, do you use gesture to clarify instruction and explanations? "*Yes, I do. I make use of gestures. I do gestures in large or small classes. But even more in large classes because you can get more the students attention and get the instructions better*". While the graphic above express the results gotten in the observation class and a 66.67% of teachers always make use of gestures while a 33.33% sometimes make use of gesture to clarify explanations.

9. **My teacher brings real objects such as: fruits and vegetables to maximize my learning in the class.**

My teacher brings real objects such us: fruit and vegetables to maximize my learning in the class.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

10.64% | 14.89%
23.40%
51.06%
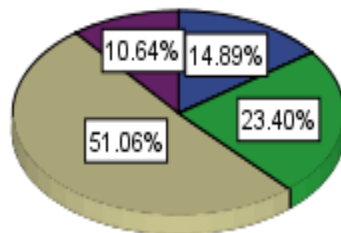
In this graphic, the results of the statement *"My teacher brings real objects such as: fruits and vegetables to maximize learning in the class"* are the following: a 14. 89% of students strongly agreed that teachers do and also a 23.40% agreed about the same statement. However, a 51.06% disagreed that teachers bring real objects such as fruits and vegetables to maximize learning and a10.64% strongly disagreed about the same statements

.

ANALYSIS

In this statement, almost 61% of students disagreed that teachers bring real objects to the class and 39% of the students agreed that teachers do it. However, researchers asked teachers the same question and their opinions and they said it needs a lot of work because they have to look for flash cards, pictures or videos. However, teachers must not forget that learning styles are varied, especially in a large class.

***Teachers´ roles*:**

10. My teacher is approachable any time I need it.

My teacher is approachable any time I need it.

Strongly agree
Agree
Disagree
Strongly disagree

10.6 2.13%
38.30%
48.94%
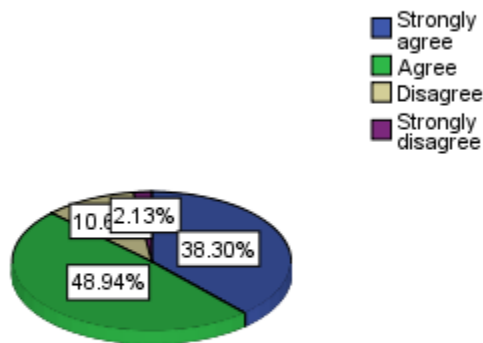
When students answered if their teachers were approachable any time they needed it, the 2.13% strongly disagreed, 10.64% disagreed, 48.94 % agreed and a 38.30% strongly agreed.

ANALYSIS:

Learning English is a matter of having time to study and if teachers have time to be asked about the different doubts that may appear. In here, almost all the students are benefited because they said that the teachers are approachable when they need their help and it is good because they have the opportunity to improve in all the areas. It is well known that having too many students and try to help them is really difficult but it is necessary. Furthermore, Lic Cabrera says that "*sometimes when it is too crowded, it is difficult to move around; however, I try to separate them when they are working in groups; I try to separate them so that I can move up or down, move around the classroom*"

11. My teacher encourages me to participate in class.
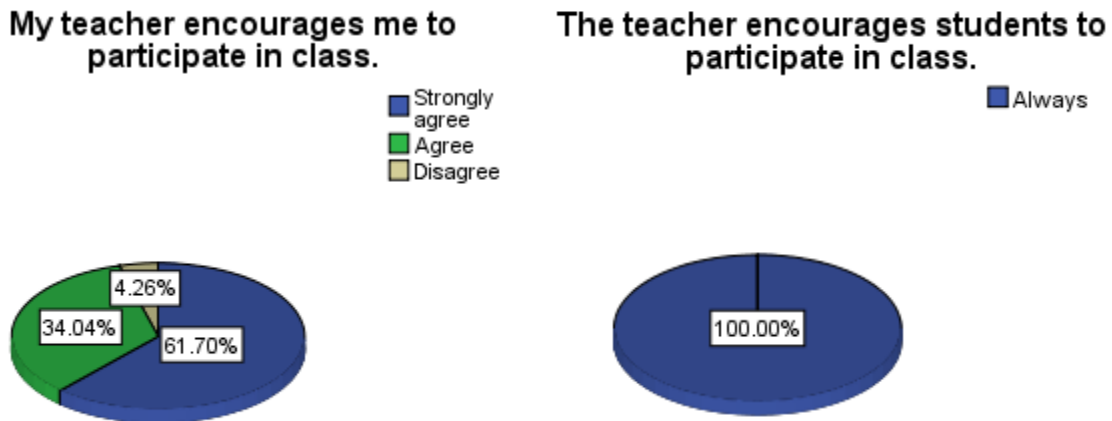
The results about if the teachers encourage students to participated showed that 4.26% strongly agreed, 34.04 agreed and 61.70 of the students disagreed. But also, in the statement that says "the teacher encourages the students to participate in class" It was seen that 100% of them do.
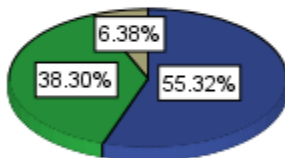
Participation is really important in the class, especially when students want to speak fluently and with no or few mistakes. What students need is a spur that makes them aware of that and teachers are the ones in charge of doing so. A big quantity of students said that teachers encourage them to participate and it was observed that all the teachers do that. Teacher Rolando Guzman says "*the more they talk the better for them I tell them*". Also, teacher Cabrera says that "*They should be participating all the time, actively. Even if they are listening, somehow, their attitude toward listening is participation. But they usually participate every day, every time, for every single activity to get involved*"

12. My teacher makes guided oral presentations, discussions and debates.
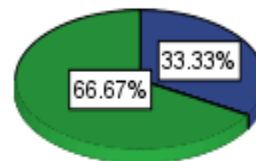

The statement "My teacher makes guided oral presentations, discussions and debates" showed that 6.36% disagreed, 38.30% agreed and 55.32 agreed. Also, it was observed that 33.33

% of the teachers always make guided oral presentations, discussions and debates and a 66.67% of them sometimes do.

ANALYSIS:

Speaking fluently and coherently is just matter of practicing and everybody knows that when students have many tasks in which speaking is involved students have more opportunities to increase their abilities in those areas. So whenever it is possible teachers should try to assign oral presentations, discussions and debates. According to this, a big percentage of the students say that teachers do so and it was also observed that teachers sometimes develop those activities. May be due to the time an how a large a class is it is difficult and teacher Cecilia Reyes says: "*I may omit debates, I go for oral presentations or discussions more because the oral presentation can give the opportunity to prepare what they have to do and say and if they don't have the opportunity to participate in classes for showing what they know they can do it know*."

13. My teacher monitors individual work, pair work and group-work in the classroom.
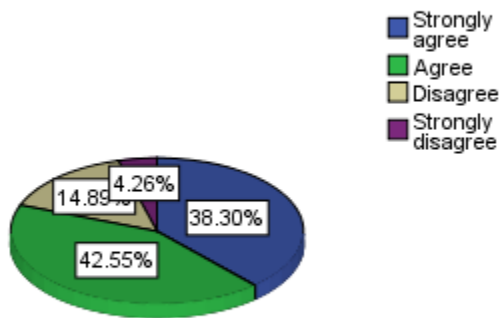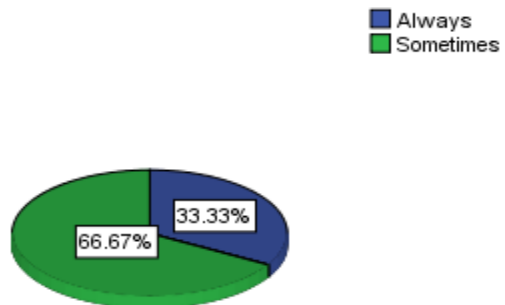
The statement "My teacher monitors individual work, pair work and group-work in the classroom" showed that 4.26% strongly disagreed, 14.89 % disagreed, 42.55 agreed and 38.30 strongly disagreed. But also it was seen that a 33.33 of the teachers always monitor individual work, pair work and group-work in the classroom and a 66.67 % sometimes do.

ANALYSIS:

Monitoring individual work, pair work and group work is really difficult especially if the groups are really big. However, only 19.05% of the interviewed students believe that it is true. A lot of the students believe that teachers monitor their work; it does not matter if it is individual work, pair work or group work. However, some teachers say that "*It is not easy to monitor individual work; that is why I prefer pair work and group work in the classroom. Sometimes if I have a Teacher Assistant I ask him to help me*". And in fact, it was observed that a lot of the teachers sometimes monitor students when they work.

14. The time set by the teacher is enough for developing each activity.
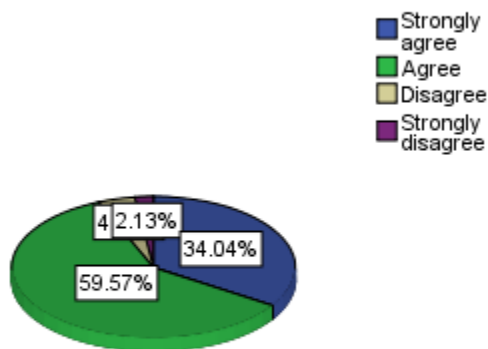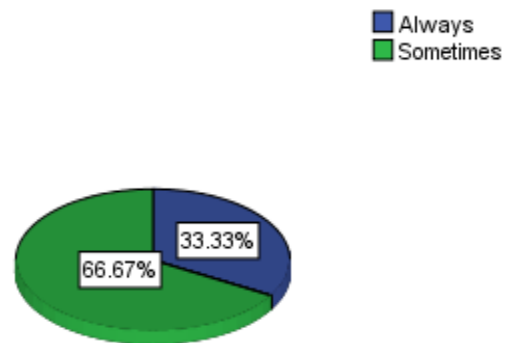
When the students answered the following statement: "The time set by the teacher is enough for developing each activity", 2.13% strongly disagreed, 4.2% disagreed, 59.57% agreed

and 34.04% strongly agreed. Also, it was observed that 66.67% of the teachers sometimes give enough time to the students to develop each activity and a 33.33% always do.

ANALYSIS:

Teachers have to distribute the time for every activity in the best way so that they are developed properly. However, when having large classes it is difficult taking into account the (there are too many students to have everybody's opinion) learning styles and how motivated the students are. A lot of students agreed on that statement and it were observed that a lot of teachers sometimes set the time for each activity giving enough time for each one and many teachers always do so.

15. My teacher plans every activity developed in the class.
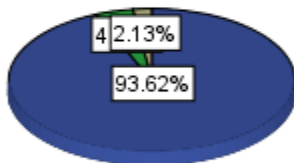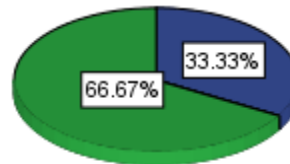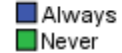
The statement "My teacher plans every activity developed in the class "showed that 2.13% of the students strongly disagreed, 4.2% disagreed and 93.62% strongly agreed. Also, it was observed that a 33.33% of the teachers never plan the activities developed in class but a 66.67% of them always do.

ANALYSIS:

Being organized in all the activities that are going to be presented is really important, and to a have a successful class and to finish every activity as it was planned it is important to take it into account. All the activities should be planned taking into account how large a class is and how long it is going to last, but it is difficult. What teachers should try is to minimize the making up of activities. According to this, teacher Lainez says: *"I try to. Probably not every detail of the class, but I try to always bring an outline. Especially if it is a large class you have to bring the exact numbers of copies and the material you are going to use with every student so that you do not get shortage of material".*

16. My teacher assigns free activities for me to be creative in the classroom (e.g. theater plays, role plays and stories).

My teacher assigns free activities for me to be creative in the classroom (e.g. theater plays, role plays and stories).
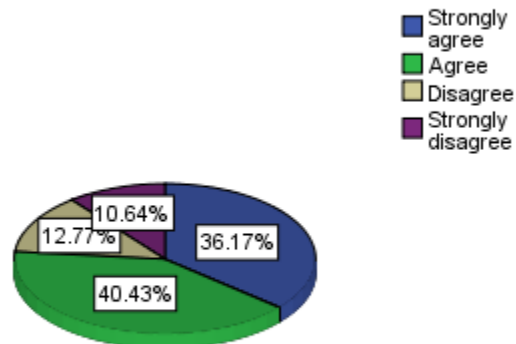
The statement "My teacher assigns free activities for me to be creative in the classroom (e.g. theater plays, role plays and stories)"showed that 10.64% of the students strongly disagreed, 12.77% disagreed, 40.43% agreed and 36.17% strongly agreed.

ANALYSIS:

The creativity, students use in classes is very important because they can improve in their abilities and to do so teachers have to assign theater plays, role plays, stories and others. Being creative is good because (students) students can use the language in different situations and context mainly in spoken English. Many students agreed on that statement and a few of them disagreed. Moreover, teacher Gilma Lainez says that *"this semester they have had the chance to have different activities for example presentations, videos, also free writing activities where they have had the opportunity to show their creativity"* Also, teacher Rolando Guzman says that "It depends on the level. If they are in intermediate-advanced level there are more complex free activities. They can use their creativity but they have to follow a basic".

17. At the end of an activity, my teacher makes us repeat any word that somebody has mispronounced.
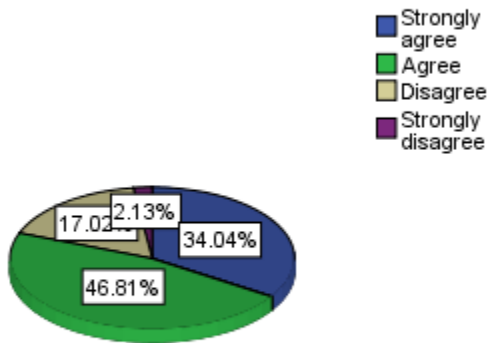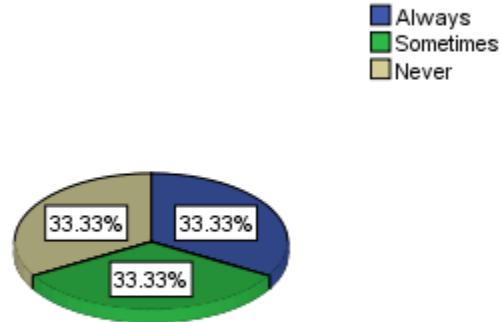
The statement "At the end of an activity, my teacher makes us repeat any word that somebody has mispronounced "Showed that 2.13% of the students strongly disagreed, 17.02% disagreed, 45.81% agreed and 34.04% strongly agreed. Also, it was observed that a 33.33% of the teachers never make students repeat, 33.33% sometimes does, but a 33.33% of them always do.

ANALYSIS:

Repeating the words that have been mispronounced is a really good technique to speak better. A half of the students said that the teachers make them repeat mispronounced words. Teachers always have to make them repeat because students learn the pronunciation and they learn how to use it in context. It remains in the mind of the listener and it improves the understanding of the ideas. However, it has been seen that many teachers never make them repeat.

18. My teacher participates in the activities as if he were a student.

The statement "My teacher participates in the activities as if he were a student" Showed that 10.64% of the students strongly disagreed, 19.15% disagreed, 45.55% agreed and 27.66% strongly agreed.

ANALYSIS:

Some teachers want to participate as if they were another student in the class so that students feel confident and they want to speak. In here, students participate actively because they feel comfortable and according to the results it can be seen that a lot of teachers participate

actively with their students as if they were another student and just a few consider that teachers do not. However, teacher Rene Hernandez says: *"I barely do. I do that only when we have debates, discussions. I become part of the group. I express my own ideas about a topic. That is only in the production. During the presentation stage you are also busy, presenting, guiding. In the practice stage you are also busy checking and correcting. But it is in the production stage I can be part of an activity like a debate, discussion or something like that. So it is not very common".*

19. I have good interaction and communication with my classmates.

I have good interaction and communication
with my classmates.
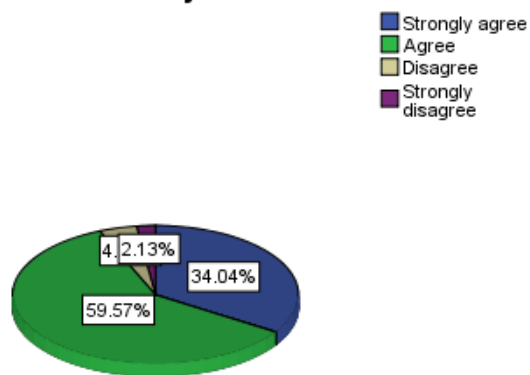
■ Strongly agree
■ Agree
□ Disagree
■ Strongly disagree

4.|2.13%
34.04%
59.57%

The present chart shows the results from the statement "I have good interaction and communication with my classmates", in which students were asked to indicate their level of agreement from strongly agree to strongly disagree, 59.57% of students agreed about having a good interaction and communication with their classmates; 34.04 % strongly agreed about it; 4.29% of students disagreed while only 2.13% strongly disagreed.

ANALYSIS:

These results reflect that the majority of the respondents had a good interaction and communication with their classmates since almost 93.61% of them agreed or strongly agreed with the statement. Also, it is important to mention that those results match with what teachers said they do in the class when they were asked the same question. Lic. Cabrera considered it a very important in a class, he said "*that is a very important part of the class. Because normal interaction is a part of what we do in the class in order to develop speaking activities so it is really important that often make students interact in the class.*" Besides, Licda. Gilma Lainez suggested to bring a variety to this strategy; she expressed "*I like to do that. I try to make them to speak not with the person they work all the time*" Moreover, Lic. René Hernández claims the importance of communication and interaction among students as the main objective of the class, he said, "*Yeah that is supposed to do all the time. I mean, the class is aimed at reaching communication so it is what students are supposed to do there*". Finally, Lic. Rolando Guzmán and Licda. Cecilia Reyes agreed the benefits of encouraging interaction and communication among students since it makes feel students more relaxed and it is better to the class.

20. I have good interaction and communication with my teacher.

These two charts aim to indicate if students and teachers have a good interaction. The left one shows the results from the statement "*I have good interaction and communication with my teacher*", which students wer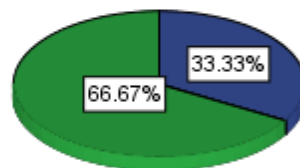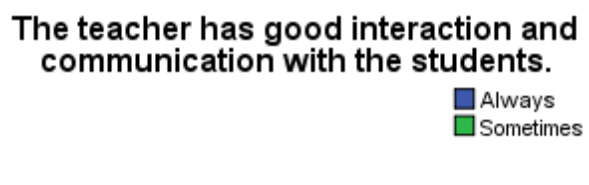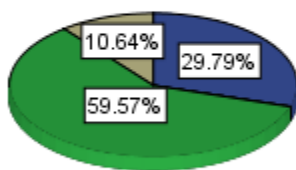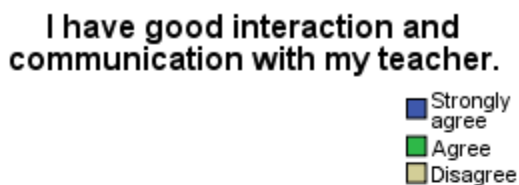e asked to indicate their level of agreement from strongly agree to strongly disagree, 59.57% of the students agreed about having a good interaction and communication with their teacher; 29.79 % strongly agreed while only a 10.64% disagreed. The right one presents the results from the statement *"the teacher has good interaction and communication with the students"* from the class observation check list, where 66.67% of the observed teacher sometimes had good interaction with their students and 33.33% always had it.

ANALYSIS:

The results above, indicate that the majority of students considered they have a good interaction and communication with their teachers. Almost 89.36% of the respondents agreed or strongly agreed with this statement. And according to the class observation results, all the respondents sometimes or always did it. However, when teachers were asked "Is it easy for you to have a good interaction and communication with each student in the classroom?" All teachers negatively answered this question and argued it is more difficult to do that in a large class because of the amount of available time. Lic. René Hernández, for example, said "*Definitively not. There are too many students. If I try to talk to each students for a minute, forty students that is forty minutes only talking to them there is no time for the class. It is not easy it is more difficult*". Lic. Cabrera shared opinion when he said "*Probably, if we are talking about the amount of time we have available for each student, it is not too much time that we have, you know*". Based on these results it can be said that even though the majority of students think they

have a good interaction and communication with the teachers, the difficulties to establish these interaction and communication rely on the teachers' effort to overcome this issue.

20. My teacher listens to me when I talk.

My teacher listen to me when I talk.
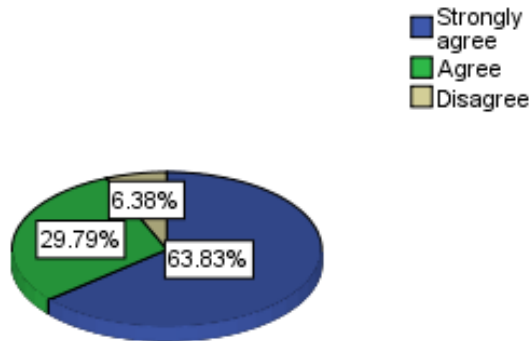
The present chart reflects the results from the statement "My teacher listens to me when I talk", which students were asked to indicate their level of agreement, 63.83% of the students strongly agreed that the teacher listened to them when they talk; 29.79% of students agreed while only 6.38% disagreed.

ANALYSIS:

Based on the results above, the majority of students considered that their teachers listen to them when they talk since almost 93.62% of the respondents selected strongly agree or agree. However, the 6.38% of students who disagreed with this statement are the result of, as Licda. Cecilia Reyes stated the lack of available time teachers have in a large class to dedicate to every student.

21. When my teacher sets the objectives clearly, we reach them at the end of the class.

These two charts seek to find out whether the teacher sets objectives in the class or not. The left one shows the results from the statement "When my teacher sets the objectives clearly, we reach them at the end of the class", which students were asked to indicate their level of agreement, 53.19% of the students agreed that the teacher sets the objectives clearly, and that they reach them at the end of the class; 36. 17 % strongly agreed that; 8.51% disagreed with the statement and only a 2.13% marked strongly disagreed. In the second chart the results from the statement "*The teacher writes the objectives on the board at the beginning of the class*" from the class observation check list are shown, here the 100% of the observed teachers never writes the objectives on the board at the beginning of the class.

ANALYSIS:

From the charts above, it can be concluded that the majority of students considered that when the teacher sets the objectives clearly, they reach them at the end of the class since almost 89.36% agreed or strongly agreed. When teachers were asked if they tell the students the objectives of the course, all the teachers answered positively. Lic. Cabrera and Licda. Gilma Lainez said they do it at the beginning of the semester and at the beginning of each class and that

the explanation about the objectives should not be too specific. Teachers also emphasized the important of doing this, since as Lic. René Hernández said "*That should be like a guide for students to tell them where or what we are going to study today*" Lic. Rolando Guzman added "those are the duties. We have to read the objectives of the syllabus" However, during the class observation, 100% of the observed teachers, never writes the objectives of the lesson on the whiteboard or tell the students what the objectives were.

22. When my teacher asks me to participate, he/she calls me by my name.
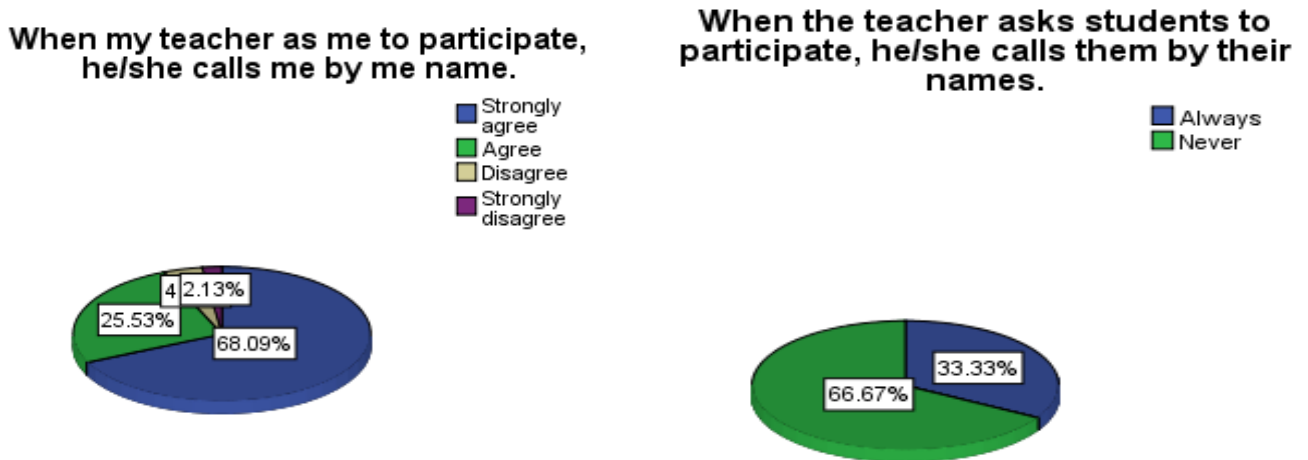
These two charts aims to identify whether teachers call students using their names, the left one shows the results from the statement "When my teacher asks me to participate, he/she calls me by my name", which students were asked to indicate their level of agreement from strongly agree to strongly disagree, 68.09% of the students said they strongly agreed that. 25.53% only agreed with that statement. 4.2% disagreed and only a 2.13% strongly disagreed. The right one presents the results from the statement "when the teacher asks students to participate, he/she calls them by their names" from the class observation check list, first 66.67%

of the teachers observed never called the students by their names when asking them to participate whereas 33.33% always called them by their names.

ANALYSIS:

The results above indicate that the majority of respondents considered that their teachers know their names and they used them to ask them to participate. However, when comparing this information with the 66.67% of the observed classes in which teachers never called the students by their names, the fact is that because of the amount of students, the teacher are not able to remember all the students´ names, even if they want to. To reinforce this, when teachers were asked if they call students by their names, all of them agreed but mentioned some of its difficulties. As Lic. Ricardo Cabrera said *"if it is a large class, it gets a little bit more difficult; especially because it is hard to remember all the students´ names"*. But due to the benefits, all the teachers also agreed that it was worthy enough. As Licda. Cecilia Reyes explained "I always try to memorize students' names because I don't like to call them by the numbers or by you, the one with the red blouse. I do it because when people are called by their names they might feel more secured and very important and that they are part of the group. (Cecilia Reyes). Besides that, Lic. René Hernández added "*At the beginning of the semester is difficult, I have a hard time memorizing some names. By probably half of the semester, I already know their names*"

23. My teacher applies dynamics such as: games, songs, role plays for me to get involved

in the class.

These two charts seek to determine if Advanced English I teachers applies dynamics for students to get involved. The left one presents the results of the statement "My teacher applies dynamics such as: games, songs, role plays for me to get involved in the class", which students were asked to indicate their level of agreement from strongly agree to strongly disagree, 63.83% of the students strongly agreed; 27.66% of them agreed; 6.38% disagreed with it and only a 2.13% strongly disagreed with the statement. In the right chart, the results of the statement "the teacher applies dynamics such as: games, songs, role plays for the students to get involved in the class" are showed. 66.67% of the observed teachers never applied these activities while 33.33% of the teachers always do it.

ANALYSIS:

The results above show that the majority of the respondents (91.49%) considered that teachers applied dynamics such as games, songs and role plays for them to get involved in the class. However, there is an obvious contradiction between these results and the ones gotten from

the class observation check list, where the majority of observed classes (66.67%) did not applied this activities. Moreover, when teachers were asked if they do so, the reasons for this phenomenon seen to appeared. Lic. Rolando Guzman stated that he did it only when it is needed, he said "These activities must be related to the objectives or the contents and not all the time". Lida. Cecilia Reyes shared her opinion and pointed out one of the caution to be taken into account when doing this, she said "*I usually apply dynamics like songs, games, role-play, of course, depending on the activity I make all the students participate or just a half because having all the students to participate is a mess*". And besides, Lic. Cabrera also added "*To add variety to the class I try to do that*". *Based on the results, teachers have taken into account aspect such as the amount of students to develop these kinds of activities and to determine how often they can apply them in the classroom.*

24. **My teacher makes me feel enthusiastic in the class**.
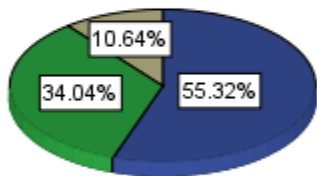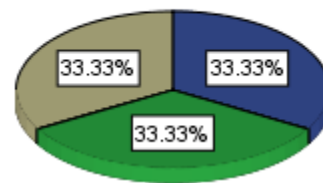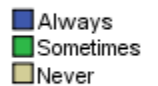
These two charts aim at determining whether teachers make students feel enthusiastic in the class. The left one presents the results of the statement "My teacher makes me feel enthusiastic in the class", which students were asked to indicate their level of agreement from

strongly agree to strongly disagree, 55.32% of the students interviewed strongly agreed with this statement. 34.04% agreed and only a 10.64% disagreed. The right chart shows the results of the statement "the teacher looks enthusiastic while teaching" from the class observation check list, in which 33.33% of the teachers observed always looked enthusiastic while teaching; 33.33% of them sometimes and the other 33.33% never looked enthusiastic.

ANALYSIS:

These results indicate that the half of the Advanced English students (55.32%) considered that their teachers look enthusiastic in the class. In fact, when comparing this with the results from the class observation, in the majority of the observed classes (66.66%) teachers looked always or sometimes enthusiastic, showing with it that teacher make use of this strategy by motivating students to learn by giving their own example.

Discipline:
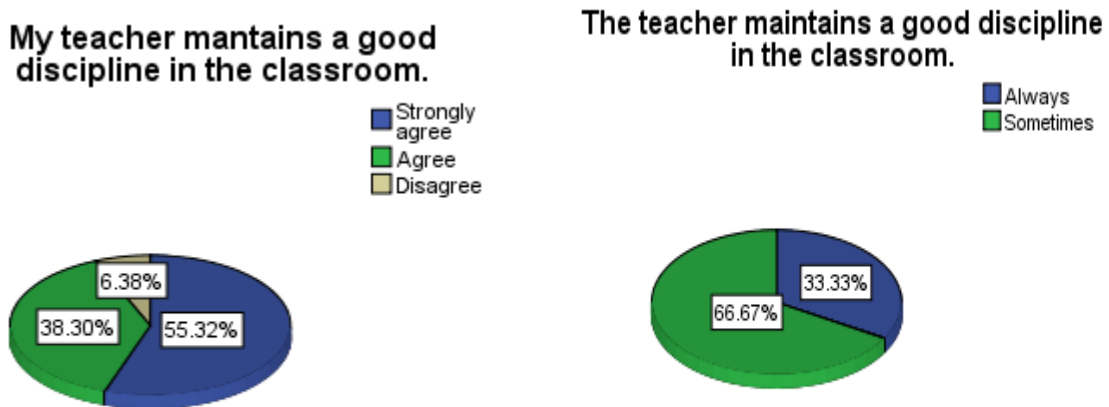
In these graphics the results of the statement, "My teacher maintains a good discipline in the classroom" are the following: 55.32% of students strongly agreed that teachers keep good discipline in the classroom, another 38.30% agreed on the same statement taking into account

that it is a large class and just a 6.385% disagreed that the teachers maintain a good discipline. But now, let's check the results from the observation class with the same statement. In here, just a 33.33% of teachers keep a good discipline in the classroom while a 66.67% of teachers sometimes do it.

ANALYSIS

In Large Classes discipline tend to be a difficult aspect to control; in the results gotten , these are the opinions of teachers: *"It is more difficult than dealing with small class size because there are more people and of course troubles. It is not easy. It is more difficult"* Cecilia Reyes. Another teacher that shared the same opinion is Rolando Guzman, in his answer he said: *"No, because each one has his own personality and his own behavior. But you cannot really control their behavior. If someone misbehaves you have to ignore him/her or at the end call his/her attention"* However, almost 83% consider that teacher keep a good discipline in the classroom. In the gotten result through observing the class: a 33.33% always keep a good discipline while a 66.67 of teachers are not able to control the discipline in a large class.
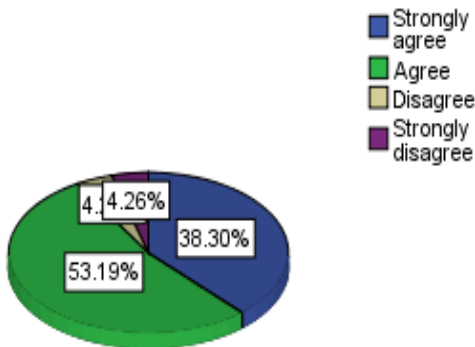
25. My teacher tells me what the expected behavior in the classroom is.
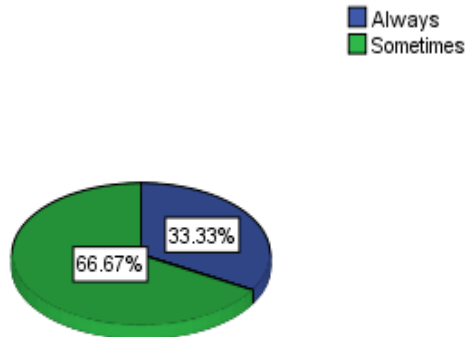
The results of the statement "My teacher tells me what the expected behavior in the classroom is" showed with these graphics the following: a 38.30% of students strongly agreed that teachers explain to them about the expected behavior in the classroom and another point is that 53.19% agreed on the same statement, but there is a 4.26% of students that disagreed that teachers explain to them how to behave in the classroom as well as another 4.26% strongly disagreed that teachers explain about the expected behavior. The results of observing the class is the following: a 33.33% of teachers *always* tell students how to behave however, a 66.67% *sometimes* explain this point to students.

ANALYSIS

In this question most of interviewed teachers in charge of Advanced English I groups mentioned that they explain to student the expected behavior the first day of class at the beginning of the course. However, if there is any situation in which they have to reinforce what they have talked they do individually, directly with the students that misbehave. Students share the opinion because to the questionnaire almost 92% of them answered that teacher tells them how to behave. But the gotten result of observing the class showed that just a 33.33% of teachers always tell them the expected behavior while a 66.67% sometimes do.

26. The teacher is able to control different kinds of disruptions such as: ringing cell phones or IPods, speaking aloud, and eating in the classroom.
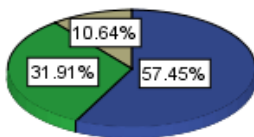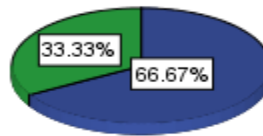
In this graphics, the result of the statement "My teacher is able to control different kinds of disruptions" a 57.45% of students strongly agreed that teachers control disruptions such as cell phones ringing, speaking aloud, or eating in the classroom. Also, another 31.91% agreed that teachers control all this kind of disruptions. However, a 10.64% disagreed that teachers can control all type of disruption in the classroom taking into account that is a large class.

ANALYSIS

In this statement the graphic showed student´s opinion and almost 89% of the students agreed that teacher can control different kind of disruption and an 11% disagreed that teachers can control disruptions. Teachers from the Foreign Language Department answer the following: *"Every time I got into the classes I see some pictures of people talking, drinking, and talking. But if I see that they do it I have to call them off"* Rolando Guzman. In a large class it is not a simple task for teacher to control all type of disruptions. Let´s see what Teacher Rene Hernandez said to this question: *"Well. you know, my class is at 1:00 p.m. many of my students come from*

another classes so eating, I allow them to eat in class. I do it in class sometimes. We have talked about ringing cell phones and I have asked them to use it in vibration mode if they have something important. But of course, there is always, someone who forgets it. Rene Hernandez.

The results gotten of the observation of the class showed that a 66.67% of teachers can control different kinds of disruptions. However, there are a 33.33% of teachers that cannot control disruptions in a large class.

27. My teacher sets rules of appropriate behavior in the classroom.
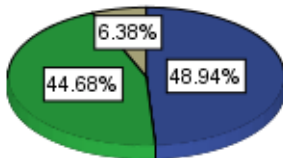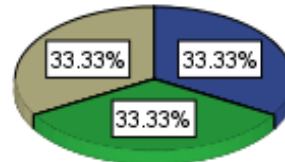
The results of the statement "My teacher sets rules of appropriate behavior in the classroom" displayed in these graphics are the following: a 48.94% *strongly agreed* that teachers set rules of appropriate behavior in the classroom. Likewise, a 44.68% *agreed* how teachers manage rules in the classroom. However, a 6.38% disagreed that teachers set rules of appropriate behavior in the classroom. Now, let's check the result of observing the class where a 33.33% of teachers always set rules in the classroom while another 33.33% sometimes set the rules. However, the last 33.33% never set rules in the classroom.

ANALYSIS

Do you set rules of appropriate behavior? A lot of teachers totally agreed that they do. Teacher Gilma Lainez said: *"Yes. I try to always be on time. I don't bring my telephone. I do many things so that I try to be an example in that way and I also talk about the things they would like me to do. I am doing some effort so they should do some effort too. I try to talk to them the first day and if there is a problem I try to approach the student directly: why are you doing this and this. Not in front of everyone. I do it separately. I do it in a polite way."* The rest of teachers agreed that from the very beginning they set rules on the classroom. The results gotten from students display that a 93% of teachers set rules on the classroom and just 7% do not. While the result gotten from observing the class shoed that a 33.33% of teachers always set rules, other 33.33% sometimes set rules but there is a 33.33% that do not tell the rules in the classroom.

28. The teacher establishes rules that involve respect for other members of the class and provides verbal reminders to students about how to treat others.

The teacher establishes rules that involve respect for other members of the class and provides verbal reminders to students about how to treat others.

■ Sometimes
■ Never

33.33% 66.67%
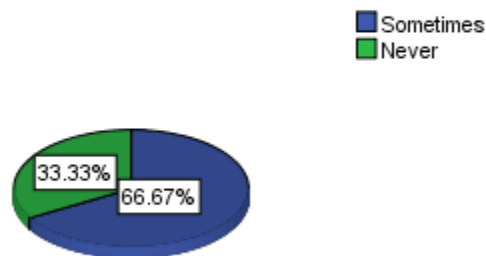
In this graphic, the result of the statement "The teacher establishes rules that involve respect for other members of the class and provide verbal remainders to students about how to treat others" is the following: observing the class, a 66.67% sometimes provide verbal

remainders to students of how to treat others while a 33.33% of teachers never establish rules that involve respect for other members in the class.

ANALYSIS

In this statement the gotten result of observing the class display that a 66.67% of teachers establishes rules that involve respect for students and how to treat among them while there are a 33.33% of teachers that do not establishes rules or give verbal remainders of how to treat others. In a large class, rules are really important but also to remain students how to behave in class. Thus, teachers from the Foreign language Department express.

30. The quality of the written feedback given by the teacher is good taking into account the days he takes to return the papers.
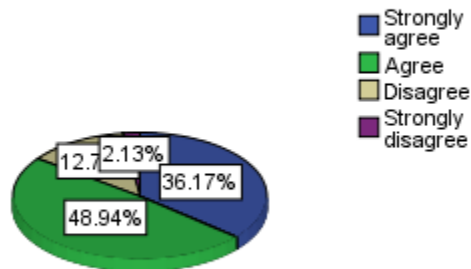
The statement "the quality of the written feedback given by the teacher is good taking into account the days he takes to return the papers "Showed that 2.13% of the students strongly disagreed, 12.77% disagreed, 48.94% agreed and 36.17% strongly agreed.

Teachers give feedback to students not only in an oral way but also in written form and it is very important because students feel teachers care about their learning and also that they take their time to read what students write. Almost all the students agreed that the quality of the feedback teachers give is good taking into account the time teacher take for doing so. Trying to give feedback to many students is difficult and teacher Gilma says that *"t is not easy. That is one of the hardest parts of the teachers, but I really like to read everything students have written. Not only write down an okay and see how many lines they have written"*.

27. **My teacher stops the activity when something gets wrong.**
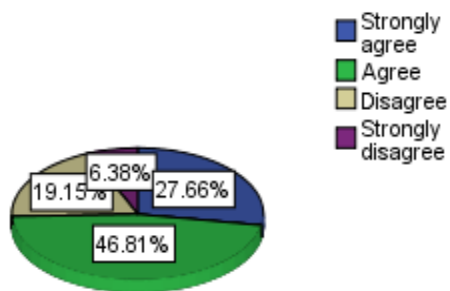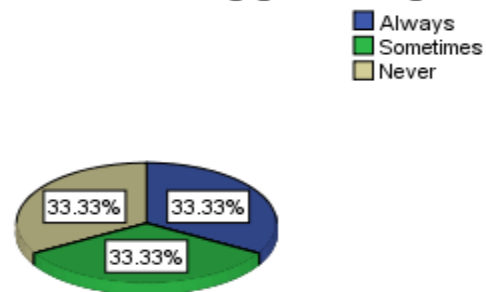
The statement "My teacher stops the activity when something gets wrong" Showed that 6.38% of the students strongly disagreed, 19.15% disagreed, 46.81% agreed and 27.66% strongly agreed. Also, it was observed that a 33.33% of the teachers never stop the activities when something gets wrong, 33.33% sometimes do but a 33.33% of them always do.

ANALYSIS

A lot of students say that teachers stop the activities when something gets wrong and in fact it was observed many teachers do it especially when students mispronounce words. Furthermore teacher Rene Hernandez says that*" it depends if that is the practice stage. In the practice stage, the purpose is to make students master the structure so the focus is on form and mistakes are what we have to correct them. If it is the production stage, we are not supposed to interrupt their ideas. We can do it later, after they have participated, if it is necessary"*

28. **My teacher assigns extra material in the class.**

My teacher assigns extra material in the class.
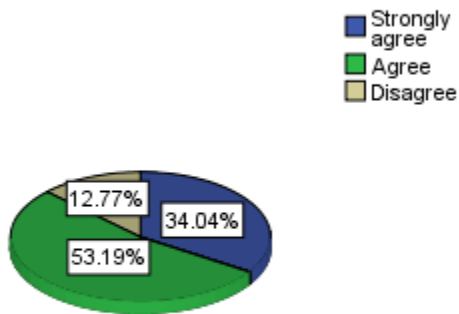
- Strongly agree
- Agree
- Disagree

12.77%
34.04%
53.19%

The teacher assigns extra material in the class.

- Sometimes
- Never
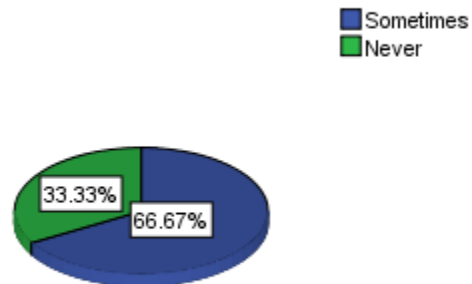
33.33%
66.67%

The statement "My teacher assigns extra material in the class" Showed that 12.77% of the students disagreed, 53.19% agreed and 34.04% strongly agreed. Also, it was observed that a 33.33% of the teachers never stop the activities when something gets wrong,33.33% sometimes do but a 33.33% of them always do.

ANALYSIS

Using the book and extra material is very important in the process of learning English. In this, more than the half of the students agreed that teachers from the Foreign Language Department assign extra material in the class and it is really good because students have more opportunities to increase in their macro skills. Also, it was observed that a lot of teachers

sometimes use extra materials. Nevertheless some teachers never use extra material in the class. Moreover, teacher Cabrera says: *" I assign a lot extra material. I use model platform. I find there useful work. For example: themes of emphasized on listening so I work on listening"*

28. My teacher gives feedback after performing an oral presentation.
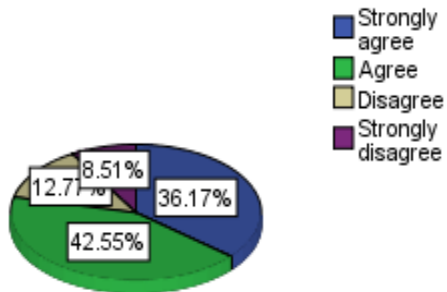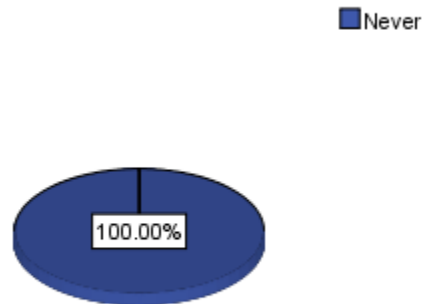
The statement "My teacher assigns extra material in the class" Showed that 8.51% of the students strongly disagreed, 12.77% disagreed, 42.55% agreed and 36.17% strongly agreed. Also, it was observed that 33.33% of the teachers never assign extra material in the class, but 66.67% sometimes do.

ANALYSIS

Feedback can be given at different stages of the class and it is essential when learning because students know their weaknesses and their strengths. Most of the students interviewed said that teachers give them feedback after performing an oral presentation. And it was observed that all the teachers always give feedback after performing an oral presentation. Moreover, teacher Hernandez says : *"In a large class… yeah, I would say but probably not after each presentation but after five presentations I talk to them and say before you continue listen…some of you are doing this and do not do that anymore so it is not after each presentation but after a set of presentations"*

29. My teacher rewards me for work that I have done well with comments such as:

"good job", "excellent" and "outstanding".

My teacher rewards me for work that I have done well with comments such as: good job, excellent and outstanding.

- Strongly agree
- Agree
- Disagree

4.26%
23.40%
72.34%

The teacher rewards students for work that they have done well with comments such as: "good job", "excellent" and "outstanding".

- Always
- Sometimes

33.33%
66.67%
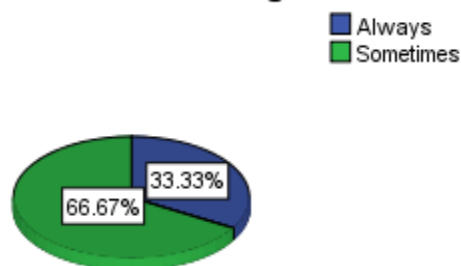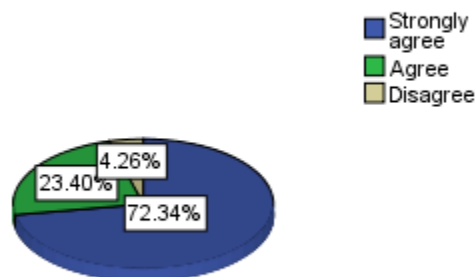
The statement "My teacher rewards me for work that I have done well with comments such as: "good job", "excellent" and "outstanding"" Showed that 4.26% of the students disagreed, 23.40% agreed and 72.34% strongly agreed. Also, it was observed that 66.67 of the teachers sometimes reward students with comments such as: "and 66.67% always do.

ANALYSIS

A simple good job can motivate students to continue learning a language. Most of the students said that the teachers from the Foreign Language Department rewards them for work that they have done well using words such as "good job", "excellent" and "outstanding" and others. However, it was observed that teachers sometimes do so and just a few of the students said that the teachers always say such words. Besides, teacher Cecilia Reyes says*: "I always reward the students with those words. We all need that kind of encourage or rewarding words. That is the minimum we can give our students and when it is possible I simply give them a candy."*

31. **My teacher gives me academic advisory.**

My teacher gives feedback at the end of the class.
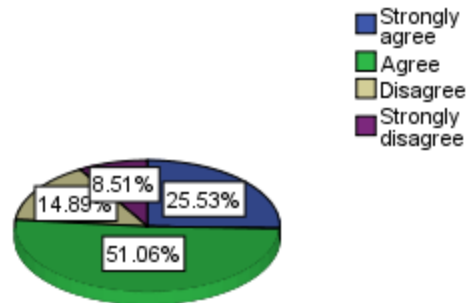
The statement "My teacher gives me academic advisory" Showed that 4.23% of the students strongly disagreed, 17.02% disagreed, 51.06% agreed and 27.66% strongly agreed.

ANALYSIS

Receiving academic advisory is really good for the students, maybe because they have some question they did not ask during the class. Teachers have to help them in those issues. In here, half of the students strongly agreed that teachers give academic advisory. It is really difficult for teachers knowing that there are too many students. Related to this, teacher Cabrera says that *"It is difficult to do that because of time constrains but whenever it is possible I do that. Sometimes it is difficult but not impossible."*

30. **My teacher gives feedback at the end of the class.**
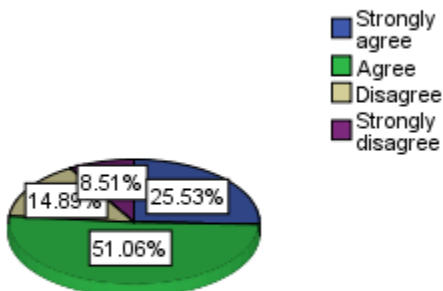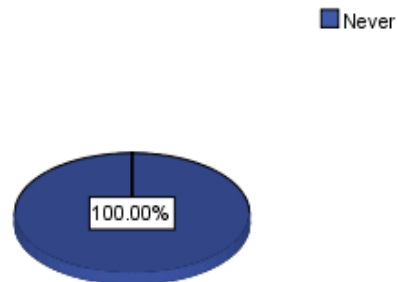
The statement "My teacher gives feedback at the end of the class" Showed that 8.51% of the students strongly disagreed14.89% disagreed, 51.06% agreed and 25.53% strongly agreed. Also, it was observed that100% never give feedback at the end of the class.

ANALYSIS

Teachers can give feedback at different moments. For example: at the end of the class. With the statement "My teacher gives feedback at the end of the class" it was shown that almost all of the teachers give feedback at the end of the class. Also, it was observed that they really do it and it is very good because it seems teachers care about students learning.

CORRECTING LEARNERS

31. My teacher uses phonetic symbols to show mispronounced words.
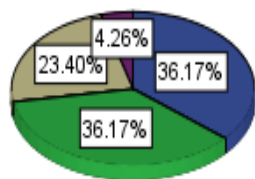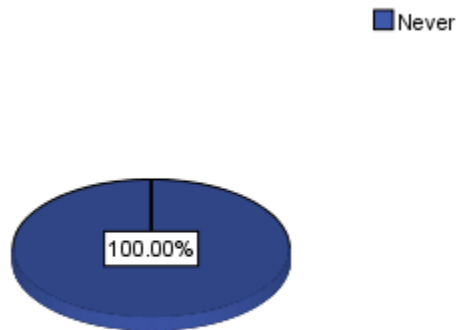
In these graphics the results of the statement "My teacher uses phonetic symbols to show mispronounced words" are the following: 36.17% of students strongly agree that teachers use phonetic symbols to show mispronounce words. Also, a 36.17% agree that teacher uses phonetic

symbols, while a 23.40% disagree that teacher use phonetic symbols, likewise, a 4.26% strongly disagree the same statement.

ANALYSIS

In this statement, researcher collected evidence about the use of phonetic symbols to help students to improve pronunciation. In the gotten results almost 73% of students agree that teachers make use of phonetic symbols to help them with pronunciation problems while a 27% of students are not in agreement with the same statement. The gotten results of observing the class display that teachers do not make use of phonetic symbols. Let's check what teachers in charge of Advanced English I groups said: *"I do not. In most classes depending on the level, for example, could I use the symbols if they do not know them it does not make sense. But if they have taken pronunciation I would use the symbols because I know they know what the symbols means but not with other students". Teacher Rene Hernández* while Teacher Celia Reyes added: *"Yes, in every unit I have text books in which they introduce sounds and pronunciation sections and these sections are introduced by phonetic symbols and in there I can take advantage and you can introduce pronunciation"* even though teachers differ in opinion in a large class the use of all techniques to improve students' learning is essentials in those situations.

34. My teacher allows peer correction and self correction in the class.
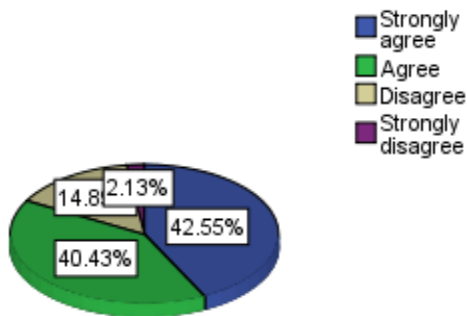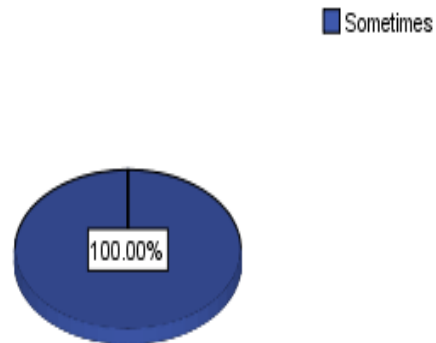
The results of the statement "My teacher allows peer correction and self-correction in the class" are the following: a 42.55% of students strongly agree that teachers allow peer and self-correction and a 40.43% also agree that teachers let them to correct them. However, a 14.89 of students disagree this statement and they do not express that teacher let them peer and self-correction. Likewise, a 2.13% also strongly disagree that teachers allows peer correction.

ANALYSIS

In this statement, almost an 83% of students agreed that teachers allow peer-correction while the rest 17% disagree the same statement. The gotten result from observing the class display that all teachers allow peer-correction. However, one teacher expressed the student's attitude regarding peer-correction. Teacher René Hernández Said: *"the theory says that we should go for self correction first, per correction second and teacher correction as last resource. But you know what they hate to be corrected by their peers or they do not believe in them. Many of my students when they are participating and are corrected by a classmate they come to me and ask are that true? So they want me to tell them whether they are correct or not. They do not trust their peers so Self Correction, I try to allow but if I know they have some problems with*

their pairs I think they prefer teachers´ correction.   Thus, result expresses all the different point of view in a large class.

35. My teacher uses facial expressions to indicate that I have made a mistake.
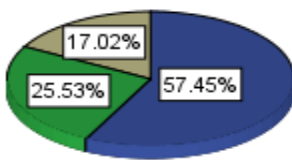
In the statement "The teacher use facial expressions to indicate that the students have made a mistake" the gotten result are the following: a 57.45% of students strongly agree that teachers make use of facial expressions to clarify explanations. Also, a 25.53% agree the same statement but there are a 17.02% of students that disagree that teachers clarify explanations with gestures. On the other hand, the obtained results in the same statement observing the class are the following: a 33.33% of teachers *always* use facial expressions, another 33.33% of teachers *sometimes* make use of facial expressions but there is a 33.33% that never make use of gesture to clarify explanations.

ANALYSIS

In this question the gotten result display that almost an 83% of students agree that teachers make use of facial expression to indicate students that they have made a mistake while a 17% of students are not in agreement with the question. Whereas the results of observing the

class display that a 33.33% always use facial expression, another 33.33% sometimes apply body language to indicate to student's mistakes and the rest 33.33% do not make use of facial expression to indicate mistake from students. Let's see what said teacher Gilma Lainez from the Foreign Language Department to this Question: *"Yes, sometimes you have to make a happy face but you don't have to make rude or though faces showing angriness".* Also, Teacher Cecilia Reyes said: *"I usually make use of facial expression because this indicates that they have to correct but with a gesture they can start to learn or to sort what the mistake was".*

37. My teacher is the right person to correct me.
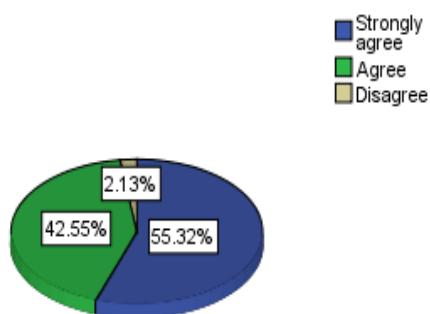
In the statement "My teacher is the right person to correct me" the gotten result are the following: a 55.32% of students strongly agree that the teacher is the appropriate person to correct them and a 42.55% agree the same statement but there is a 2.13% of students that disagree that the teacher is the right person to correct them.

ANALYSIS

In this statement the gotten result display the agreement of students that teachers is the right person to correct them since almost 98% of students strongly agree that teachers fulfill better this role. Let's see what said Teacher Rene Hernandez: *"When students have problems with each other, I know they prefer teacher´s correction".* A large class present a varied of

students in all aspects abilities, personalities, ideologist etc and teachers are aware that they need strategies to manage all those aspects presented in higher levels in large classes. However, Teacher Ricardo Cabrera said: *"No, that is not the way. I use…or I try to encourage students to help each other. When I make them work in groups, I tell them to help each other"* the same point of view is shared by Teacher Cecilia Reyes who said: *"It is not only teacher who can correct that is why we have all those kind of corrections like: peer correction or self correction or group correction".* Without question, large class is full of challenges teachers have to overcome, fortunately, strategies help teachers to manage them.

36. My teacher stops the activity when something gets wrong.
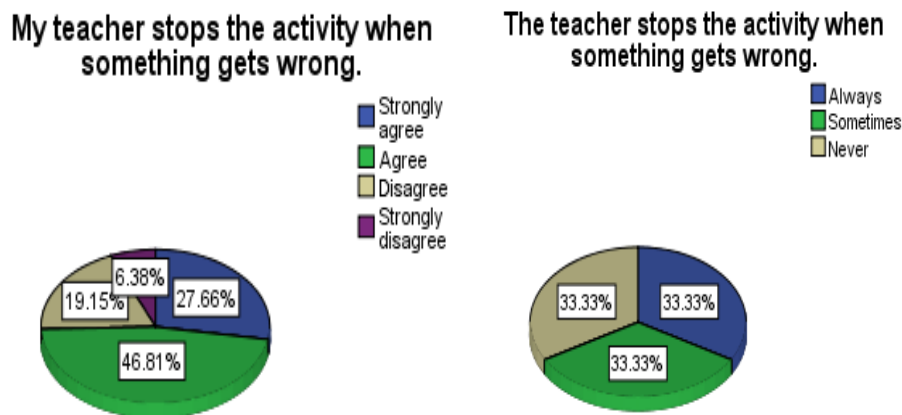
In statement "My teacher stops the activity when something gets wrong" the gotten result are the following: a27.66% of students strongly agree that teachers stop the activity when something gets wrong. Likewise, a 46.81% of students agree the same statement. While, a 19.15% of students disagree that teachers interrupt them when something gets wrong in the activity; plus a 6.38% that strongly disagree the same statement.

ANALYSIS

In this statement the gotten result express student's point of view since almost 76% of students agree that teachers stop the activity when something gets wrong while a 24% disagree that teachers stop the activity when something gets wrong. Whereas the gotten result of observing the class display that a 33.33% of teachers always correct learners in this way, another 33.33% sometimes stop the activity and the 33.33% do not stop the activity when something gets wrong.

38. I'm afraid of speaking right after the teacher corrects my errors.

In the statement "I am afraid of speaking right after the teacher corrects my errors" the gotten results are the following: a19.15 % of students strongly-agree that they feel afraid of speaking right after teachers correct them. Also, a 42.55% of students agree the same statement but there is a 12.77% that disagree that they feel afraid of speaking after teacher correct them. Likewise, a 25.53% of students strongly-disagree this statement because they do not feel afraid of speaking right after teachers correct them.

ANALYSIS

In this statement the gotten result display that a 63% of students feel afraid of speaking right after teachers correct them and a 37% of students do not feel afraid of speaking right after teachers correct them. The result of observing the class express that a 33.33% of students sometimes feel afraid of speaking right after teachers correct them and a 66.67% of students do not feel afraid of speaking right after teachers correct them. Let´s check what said teacher Cecilia Reyes: "*Students sometimes feel afraid when I correct them. They might feel they will make the mistake again or they might feel they don't want to be correct in front of others. That may happen and that may have to do with self teem*" However, Teacher Ricardo Cabrera said: "*Particularly, I think that there are some students who are shy by nature. I think they are not afraid of me for correcting them. They take it as a natural thing. It depends on the way I correct them, they would be afraid of participating or they continue participating. It is not the case of my class, I think*".

Physical environment

38. The classroom atmosphere is appropriate for learning.
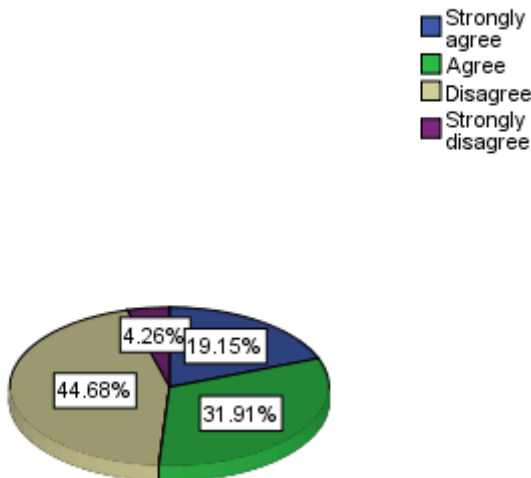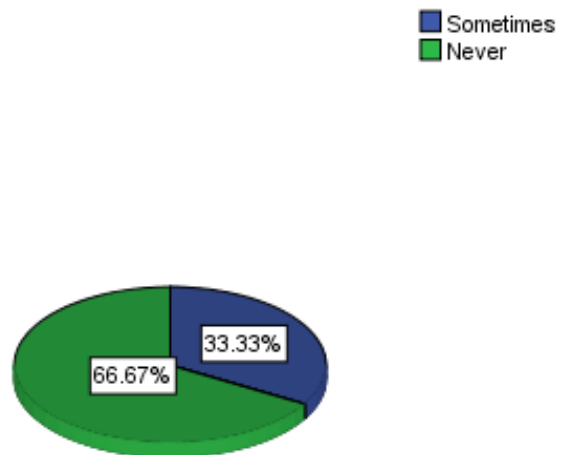
These two charts presented here seek to reveal if the classroom atmosphere of a large class is appropriate for learning or not. The left chart shows the results from the statement "The classroom atmosphere is appropriate for learning", which students were asked to indicate their level of agreement from strongly agree to strongly disagree; 44.68% of the students interviewed disagreed with it. 31.91% of the students agreed with the statement; a 19.15% strongly agreed and finally only 4.26% strongly disagreed. The right chart, presents the results of the same statement but from the class observation check list, where in the 66.67% of the observed classes, the classroom atmosphere sometimes was appropriate for learning while in the 33.33% of them it was never appropriate.

ANALYSIS

These results reflect that the majority of respondents (51.06%) agreed or strongly agreed that the classroom atmosphere is appropriate, the rest of them (48.04%) disagreed or strongly disagreed. The interviewed teachers agreed with the second part of the students since they maintained that the classroom atmosphere in a large class is not the best. As Lic. Rolando Guzman and Licda. Gilma Lainez stated that it was not the most appropriate environment. Lic. René Hernández also expressed "*It is not the best, more people making more heat, more people mean more problems. It is not the best conditions but I think many students can learn. Of course, they do not probably learn as if the conditions were different*". Also, Licda. Cecilia Reyes emphasized the appropriate environment when she added "*The classroom has to be big, lighted, and clean to be appropriate and if we are in the correct size it is really good*". It makes obvious that large classes affects some people more than others, and those effects vary from one person to another.

39. In my classroom, everybody has a desk to sit on.
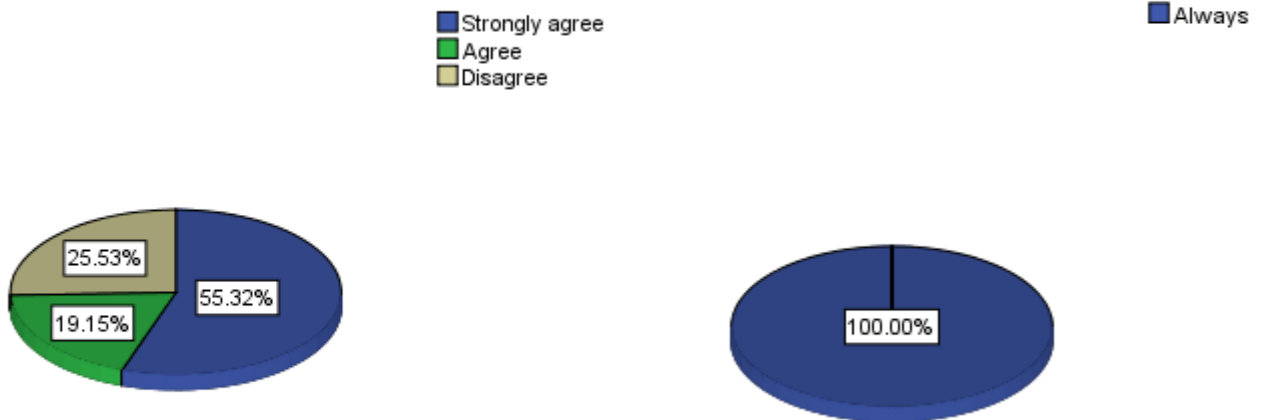
These two charts look for determine if the Advanced English I students had a desk to sit on. The left chart shows the results of the statement "In my classroom, everybody has a desk to sit on", in which students were asked to indicate their level of agreement from strongly agree to strongly disagree, 55.32% of the students strongly agreed; 25.53% disagreed and only a 19. 15% of the students agreed. In the second chart with the same statement from the observation class check list, a 100% in all the observed classes, everybody has a desk to sit on.

ANALYSIS

The results above reflect that the majority of Advanced English I students (74.47%) considered that everybody has a desk to sit on. Comparing this with the class observation results (100%), it easy to notice that there is an agreement. Teachers also partly agreed with this statement since occasionally students have to look for a desk. As Licda. Cecilia Reyes explained *"All the students have to sit on but sometimes they have to look for it. They have to look for it every morning and that interferes or interrupts and I don't like it".* Moreover, Lic. René Hernández added *"My students have desks to sit on, but I have seen some student who have to stand or watch to the class from outside through the window"* These opinions shared by teachers

give a clearer perspective of problems faced by students in a large class and that even though it does not happens all the times, it is presented in the class.

39. The physical space of the classroom is appropriate for developing all the activities.
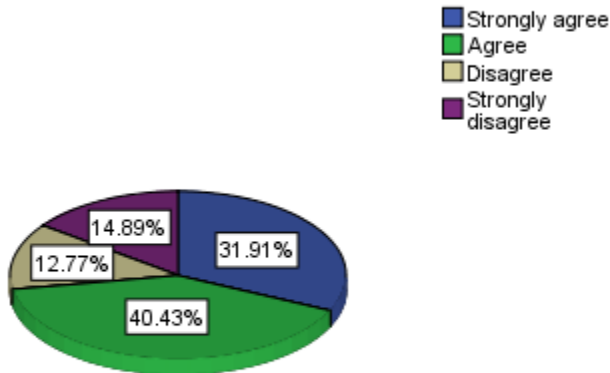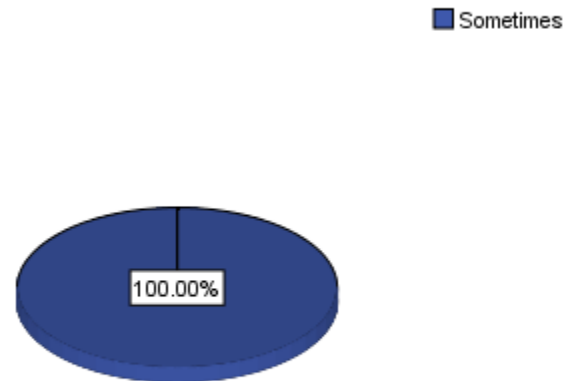
These two charts seek to reveal whether the physical space of the classroom is appropriate for developing all the activities. The left chart shows the results of the statements "The physical space of the classroom is appropriate for developing all the activities", in which students were asked to indicate their level of agreement from strongly agree to strongly disagree, 40.43% of the students agreed; 31.91% strongly agreed; 14.89% strongly disagreed and only 12.77% just disagreed. The right chart shows the same statement from the class observation check list, where in 100% of the observed classes, the physical space of the classroom sometimes was appropriate for developing all the activities.

ANALYSIS

The results above show that the majority of students (72.34%) considered the physical space of the classroom appropriate for developing all the activities. In the same way, all the observed classes (100%) indicate that sometimes it is appropriate. Teachers also agreed that when they were asked about it. For instance, Lic. René Hernández said "*The theory says that we*

have to have activities for all types of learners: audio learners, tactile learners, the kinesthetic learners. Kinesthetic, they need to stand up and move around and there is no room so it is not possible, sometimes". However, teachers as Lida. Cecilia Reyes and Lic. Ricardo Cabrera strongly believe that the physical space in a large class is definitely inappropriate, she said *"No, they are not appropriate. The space is just enough to be in their seat. The classroom that we have is not big enough".* And Lic. Gilma Lainez added "No, there are some activities that require more space. You have to take them out somewhere to do that" Based on these opinions and results, it can be said that in a large class teachers and students need to have a room in which they can move, can walk, can arrange the desks as it is required.

40. I prefer a small class rather than a large class.
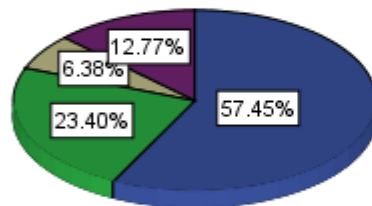
This chart presents the results of the statement "I prefer a small class rather than a large class" in which students were asked to indicate their level of agreement, from strongly agree to strongly disagree, 57.45% of the respondents strongly agreed; 23.40% of them only agreed; 12.77% strongly disagreed and just 6.38% disagreed.

ANALYSIS

These results indicate that the majority of the survey respondents (80.85%) preferred small classes than large ones. Teacher also agreed for different reasons. Lic. Rolando Guzman explained "I would rather teach small classes because the more students there are in classes the less they have the chance to participate. Try to keep track of each students or individual progress, or individual grades, effects records. For teachers it is difficult". Licda. Cecilia Reyes emphasized the reasons for her preference by saying "I prefer to teach small classes rather than large classes. For many issues like: we can give more personal attention to their learning and also we can even create a closer relationship teacher-student" Licda. Gilma Lainez added "Yeah, small classes are fine. Because you have the opportunity to get to know the students a little better and you can focus on their weaknesses and try to help them in a more individual way" For all these reasons and based on the results above, large classes have several disadvantage for teachers as well as for students.

41. I consider that my English level could be higher in a small class.
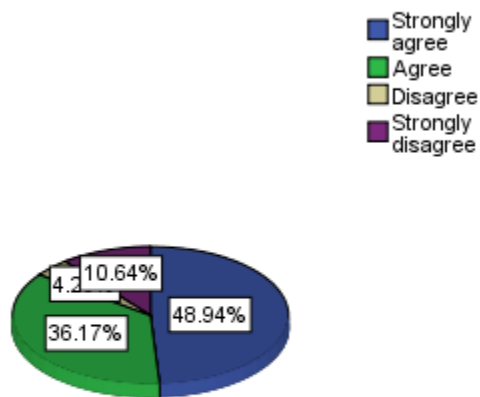
The present chart shows the results from the statement "I consider that my English level could be higher in a small class", in which students were asked to indicate their level of

agreement, from strongly agree to strongly disagree, 48.94% of the respondents strongly agreed; 36.17% said they agreed; 10.64% strongly disagreed and only 4.26% of the students disagreed.

ANALYSIS

The results indicate that the majority of students (85.11%) agreed or strongly agreed about considering that their English level could be higher in a small class. All the teachers also agreed and gave reasons for that. First, Lic. René Hernández said "*It could be developed a higher level of proficiency, well yes, because they have more opportunities to express themselves. The teacher has more opportunities to check the students' production and give them feedback. More personalized feedback. Smaller classes, I think, it gives the students the opportunities to develop a higher level of proficiency*". Licda. Cecilia Reyes added "*I consider that the level of English could be higher in a small class because it is supposed that we are giving more attention to students and students can be more focused, more concentrated and what is going on in the class and I really go for it*" Licda. Gilma Lainez explained "*students in small classes have the chance to participate more. They can interact with the teacher a little more and those things give them the chance to develop their English better*". Finally, individual attention, personalized feedback and chances to participate are the most important reasons why students and teachers considered that students developed a higher English level if they were in small classes.

CONCLUSION

To wrap up the study, it is time to bring up some of the conclusions regarding to Classroom Management Strategies applied by teachers at the Foreign Language Department to deal with Large Class problems. Based on the results gotten of the instruments, the teachers' voice projection in Advanced English I Large Class does not have the required volume to be heard by all the students. The teachers do not make use of any equipment or strategy so that their voice can be heard by the majority of students. Also, regarding to monitoring groups, teachers are not able to supervise students' grouping work in the classroom. Finally, teachers from Advanced English I agreed that they prefer to teach small classes rather than large classes to give students more individual attention and maximize students learning.

Researchers done on the field reveal that some students tend to present behavior in large classes that they would not present in small classes. The results gotten of the interview to the teachers from Advanced English I, the questionnaire passed to the students from Advanced English I groups and the checklist for the observation of those classes by researchers show that disciplinary problems in Advanced English I are seen just like rude misbehavior. For example: shouting with insults among students or to teachers or in extreme cases hitting someone in the classroom. Moreover, a high percent a students arrive late to classes, other students chat with partners, some others text and eat in classes. Some other students are distracted with the headphones listening to music, ringing cell phones and all this interrupts the class. These are disciplinary problems that teachers in Advanced English I pay little attention in.

Learning a language requires an especial attention in the way teachers correct students. A learner who has been corrected by a teacher may feel ashamed and it rejects students keep talking. Consequently, continue learning the foreign language is more difficult. So, teachers must care about how to correct students. The results gotten with the instruments show that teachers from Advanced English I care on how to correct learners since students agreed they do not feel afraid of speaking after been corrected by teachers. However, strategies such as the use of phonetic symbols are taken into account to show and improve mispronounce words. Finally, teachers from Advance English I encourage peer correction in the classroom and make use of facial expression and body language to indicate when students make mistake.

The results gotten display that teachers From Advanced English I pay little attention about giving feedback; not only because of the limited time but also for the amount of students they have in some classes. Giving feedback is very important and students said that receiving feedback is good for them because they know what they are doing well. Also, it has been seen that the feedback teachers give is not enough due to large classes they have. Teachers give little feedback to clarify doubts and students are not aware of their weaknesses and their strengths. Some students said that teachers give feedback but it was observed that almost all the teachers do not do it at the end of a class or at the end of oral presentations.

There are many teacher roles that can help students learn English in a better way and they help teachers to react in different situations that may occur in an unexpected way. According to the gotten results, roles such as controller, prompter, participant, organizer, assessor, resource and tutor are applied. However, students said that teachers are not able to give individual attention to every student in the class. Also, some teachers said that it is not that common having time to help students at the time students can during office hours. It is really difficult to do so but

teachers do their best in this. On the other hand, teachers are not able to monitor individual work; they prefer students to work in groups so that they can control the class in a better way. Finally, it can be said that some roles cannot be assume by teachers of Advance English I with quality due to the amount of students a large class have.

Students´ engagement is important in large classes to avoid passive learners and to promote interaction between teachers and students. According to the gotten result Advanced English I teachers do not have a good interaction and communication with the students. Due to the available time, it is almost impossible for teachers to have a good interaction with all of them. Regarding lesson objectives, teachers know the importance of setting the objectives clearly at the beginning of the class, in order to provide students with a guide of what they are going to do. However, during the class, they do not write them on the whiteboard or even mention them. Finally, even though all the Advanced English I teachers recognized the benefits of calling students by their names, they do not apply this strategy. Moreover, teachers were not able to remember students´ names when asking students to participate, referring to them only as "You".

In language learning physical environment play an important role. The majority of Advanced English I students are aware that being in a large class, where the classroom atmosphere is not appropriate for learning limits their comfort. Also, Advanced English I classrooms are not big enough to be suitable for developing all the activities and also teachers can arrange the desks properly. This environment also makes it more difficult for teachers since they have to force their voice to be heard by the students. For these reasons, the majority of Advanced English I students and teachers preferred small classes rather than large ones since they give to the students a more personalized attention from teachers and provides students with a higher English level.

RECOMMENDATIONS

FOR THE AUTHORITIES:

1. To solve low volume voice projection equipment such as personal micro-phone and loudspeakers should be assigned to every teacher in a large class.

2. To monitor all students group's work in large classes teacher assistant is a good resource.

3. To provide teachers with trainings to deal with large classes problems effectively because sometimes teachers do not know how to cope those problems in an appropriate way.

FOR THE TEACHERS:

1. To solve disciplinary problems teachers should be an example to follow to guarantee students respect rules. For instance, to arrive on time, do not make use of phone while teaching, etc.

2. In order to promote a good interaction among them and their students, they should create a blog, where all students can share their personal information, opinions about the class, likes, dislikes and personal anecdotes about a specific topic. Every day, teachers can spend some minutes discussing their points of view.

3. At the beginning of the class they should let students know what the class objectives are. They can write them on the whiteboard or on a chart, read them to the students, give them in a piece of paper or just mentioned them to make students understand what they are going to do in the next hours.

4. In order to solve the problem of learning students´ names, teachers should label students with their names at the beginning of the course until they memorize them. Once they have learned them, students can stop using the label.

5. Teachers should adjust students to the available space in order to guarantee an appropriate learning environment. One way of doing this can be by dividing them into two groups. If the class is taught four days, one group can have classes two days and the other group the next two days.

6. It is highly recommended for teachers from the Foreign languages Department to look for many strategies on how to give feedback. Some teachers interrupt students when they are speaking and they make mistakes and it inhibits students to increase their knowledge, skills, and understanding. Consequently, teachers have to give feedback at the end of a class personally or as a group.

7. Teachers from the Foreign Language Department should be approachable so that when students need their help students can maximize their learning. That is, teachers should coordinate the time and days so that students can attend those days.

8. Once a week, teachers should meet to share experiences about problems they have faced in large classes and the strategies they have used to overcome those problems.

LIMITATIONS:

There are always limitations in all the researches that are developed. A limitation is something that does not allow the correct developing of a project or any plan that has already been done. It limits and interferes in the developing of the investigation. And of course, this was not the exception. In this project researchers came across some problematic situations that seemed to be endless and consequently the development of the research took more time than the planed. Those factors affected the investigation because when trying to accomplish a step there were always some aspects that did not allow the finishing of them. And as a result, it was not possible to pass to the next level.

First of all, when having the topic to investigate, there was not enough information. The time was going by because there were not enough recourses related to the topic. So, some books were gotten but they were not enough to start the research. To avoid this, books were bought from abroad and to get them it lasted more than a month. In addition, internet was used to get some files and books but they were not to be downloaded. Also, to get information there was created an account from e LIBRARYUSA; however, to get the account the researchers had to go to the embassy and they had to wait to get the password to have access to the books from the net. To get information, researchers asked some teachers to lend some books and teachers did so but researchers had to wait for many days. Having done this, and having many books the research work was to be done.

Having finished the literature review, researchers started to plan how to get the data. First, a questionnaire was designed and consequently administered to some students from the

Advanced English I groups. To do so, it was asked the teacher for some minutes but there were some problems because there was a week in which there were not classes. To pass the questionnaire was really difficult and the weeks were going away. Moreover, to interview the teachers was even harder because they had many meetings due to some economical issues the university was facing. The days the teachers were supposed to give the researchers the interviews, they did not have time or they had to go to meetings so that researchers were not able to get the information. To get another appointment was even harder because researchers had to be in agreement on the day to have the interview. There were two teachers who did not appear during three appointments so that it was necessary to rearrange the dates. To get the information a month had passed. Finally, the day of the observation of the class the Teacher Assistant were teaching and so that researchers had to get back any other day.

It can be seemed that limitations can affect the development of the research and consequently it took longer for the researchers to get the information. However the doing of the research was worthy and useful for the growing of the researchers as human beings and as researchers.

REFERENCES

- Carbone Elisa (1998) , Teaching   Large Classes Tools and Strategies

- Graham Gibbs and Alan Jenkins   (1997) Teaching Large Classes in Higher Education, How to maintain Quality with reduced Resources.

- Christine A. Stanley & M.   Erin Porter (2002) Engaging Large Classes, Strategies and Techniques   for College Faculty.

- Christopher Dunbar (2004). Best   Practice in Classroom Management, Michigan State University.

- Jeremy Harmer (2001). How to   teach English, an introduction to practice of English Language   Teaching

- Jim Scrivener (2005). Learning   teaching a guidebook for English language teachers, second edition.

- Leslie Opp- Beckman, Sarah J.   Klinghammer (2006). Shaping the way we teach: successful practices   around the world, University of Oregon.

- Mary Spratt, Alan Pulverness,   Melanie Williams (2005). TKT Teaching Knowledge Test Course.

- Catherine Mulryan-Kyne (2010),   Teaching in Higher Education.

- Joshua Michael Englehart (2007),   The Centrality of Context in Learning from

  Further Class Size   Research.

- Lauren Chapman and Larry Ludlow   (2010), Can Downsizing college class

  sizes augment student's   outcomes? An investigation of the effects of class

  size on students   learning.

- http://books.google.com.sv/books?id=YAwibfVA60MC&pg=PA119&hl=es&sou

  rce=gbs_toc_r&cad=4#v=onepage&q&f=false   English language teacher´s

  handbook: how to teach large classes with few resources by Joanna Baker,

ANNEXES

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

INTERVIEW ADDRESSED TO TEACHERS OF ADVANCED ENGLISH I, GROUPS OF THE FOREIGN LANGUAGE DEPARTMENT

Objective: To collect evidence from Teachers regarding large classes and classroom management alternatives in the advanced English I groups of the Foreign Language Department at the main campus of the University of El Salvador during term- II-2013.

INSTRUCTIONS: Mark WITH AN "X" THE option that best answers the following question according to your point of view.

1. In your opinion, how many students does a large class have?

a) 15-25 students   **b)** 26-35 students **c)** 36-45 students **d)** more than 45 students

INSTRUCTIONS: Answer the following question according to your experience.

1. What is the highest number of students you have had in an English class in the Department of Foreign languages?

   _____

2. Do you prefer to teach small classes rather than large classes?

   Yes_____ NO _____ Explain why, please._____

   _____

3. Do you consider that students develop better English level in a small class?

   Yes_____ NO _____ Explain why, please _____

   _____

INSTRUCTIONS: Mark with an "X" **the option that best answers the following questions** related with large classes, according to your point of view.

Nº	ITEM	Always (1)	Usually (2)	Sometimes (3)	Never (4)
	Classroom Management in large classes				
1.	Is it easy for you to project your voice so that all students can hear you?				
2.	How often do you use pair work?				
3.	How often do you use group-work?				
4.	Is it easy to rearrange the desks according to the activity?				
5.	Do all the students get the instructions easily?				
6.	Do you make use of gestures to clarify instructions and explanations?				
7.	Do you bring real objects such as: fruits and vegetables to maximize students' learning?				
	Teachers´ roles				
8.	Is it easy to be approachable anytime the students need you?				
9.	How often do you encourage your students to participate in class?				
10.	Do you develop guided oral presentations, discussions and debates?				
11.	Is it easy for you to monitor individual work, pair work and group-work in the classroom?				
12.	Do you plan every activity developed in the class?				
13.	Do you assign free activities for the students to be creative in the classroom? (E.g. theater plays, role plays and stories).				
14.	How often do you make students repeat mispronounced words, phrases?				
15.	How often do you get involved in students' activity as if you were another student?				
	Engagement				
16.	o you encourage students to have good interaction and communication among them?				
17.	it is easy for you to have good interaction and communication with each student in the classroom?				
18.	do you tell the students the objectives of the course?				
19.	when you ask students to participate, do you call them by their names?				
20.	how often do you apply dynamics such as: games, songs, role plays for students to get involved in the class?				
	Discipline				
21.	is it easy for you to maintain good discipline in the classroom?				
22.	do you tell the students the expected behavior in the classroom?				
23.	is it easy for you to control different kinds of disruptions such as: ringing cell phones or IPods, speaking aloud and eating in the classroom?				
24.	do you set rules of appropriate behavior in the classroom?				

	Feedback				
25.	is it easy for you to give written feedback taking into account the days you take to return the papers?				
26.	do you stop an activity when students make mistakes?				
27.	do you assign extra material in the class?				
28.	do you give feedback after students have performed an oral presentation?				
29.	do you reward students for work that they have done well with comments such as: "Good job", "Excellent" and "Outstanding"?				
30.	do you give academic advisory to students?				
31.	do you give feedback at the end of the class?				
	Correcting Learners				
32.	do you use phonetic symbols to show mispronounced words?				
33.	do you let the students make use of peer- correction and self-correction?				
34.	do you make use of facial expressions to indicate that students have made a mistake?				
35.	do you think you are the only one who can correct the students?				
36.	do students feel afraid of speaking right after you correct them?.				
	Physical environment				
37.	do you think the classroom atmosphere is appropriate for learning?				
38.	does every student have a desk to sit on?				
39.	is the physical space of the classroom appropriate for developing all the activities?				

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

CHECKLIST TO OBSERT THE ADVANCE ENGLISH I GROUPS

Date:_____   **GROUP** _____

EXCELLENT	SATISFACTORY	UNSATISFACTORY	COMMENTS
1	**2**	**3**	**4**

N	ITEM	1	2	3	COMMENTS
	Classroom Management				
1	The teacher's voice projection is appropriate.				
2	The teacher promotes pair work.				
3	The teacher promotes group work				
4	The teacher changes the position of the desk according to the activity.				
5	The teacher uses gestures to help clarify instructions and explanations				
	Teachers´ roles				
6	The teacher encourages students to participate in class.				
7	The teacher makes guided oral presentations, discussions and debates.				
8	The teacher monitors individual work, pair work and group-work in the classroom.				
9	The time set by the teacher is enough for developing each activity.				
10	The teacher plans every activity developed in the class.				
11	At the end of an activity, the teacher makes students repeat any word that somebody has mispronounced.				
	Engagement				
12	The teacher has good interaction and communication with the students.				

13	The teacher writes the objectives on the board at the beginning of the class.				
14	When the teacher asks the students to participate, he/she calls them by their names.				
15	The teacher applies dynamics such as: games, songs, role plays for me to get involved in the class.				
16	The teacher looks enthusiastic while teaching.				
	Discipline				
17	The teacher maintains a good discipline in the classroom.				
18	The teacher tells the students what is the expected behavior in the classroom.				
19	The teacher is able to control different kinds of disruptions such as: ringing cell phones or IPods, speaking aloud, and eating in the classroom.				
20	The teacher sets rules of appropriate behavior in the classroom.				
21	The teacher establishes rules that involve respect for others members of the class and provide verbals remainders to students about to treat others.				
	Feedback				
22	The teacher stops the activity when something gets wrong.				
23	The teacher assigns extra material in the class.				
24	The teacher gives feedback after performing an oral presentation.				
25	The teacher rewards students for work that they have done well with comments such as: "good job", "excellent" and "outstanding".				
26	The teacher gives feedback at the end of the class.				
	Correcting Learners				

27	The teacher uses phonetic symbols to show mispronounced words.				
28	The teacher allows peer correction and self correction in the class.				
29	The Teacher uses facial expressions to indicate that students have made a mistake.				
30	The teacher corrects students in a rude manner.				
31	Students feel afraid of speaking right after the teacher corrects them.				
	Physical environment				
32	The classroom atmosphere is appropriate for learning.				
33	In the classroom, everybody has a desk to sit on.				
34	The physical space of the classroom is appropriate for developing all the activities.				
35	The physical space allows different seating arrangement.				

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE ADDRESSED TO ADVANCE ENGLISH I STUDENTS

GROUP: _____   DATE: _____

Objective: To collect evidence from students opinions regarding large classes and classroom management alternatives in the advance English I groups of the Foreign Language Department at the main campus of the University of El Salvador during term- II-2013.

Directions: Select ONE literal of the following question according to your point of view. Please be as objective as possible.

1. **In my opinion, I consider a large class has.**
   a) 15-25 students   **b)** 26-35 students **c)** 36-45 students **d)** more than 45 students

Directions: Mark with the sign (X) **ONE** of the following items according to your point of view. Please be as objective as possible.

Nº	ITEM	Strongly agree (1)	Agree (2)	Disagree (3)	Stronly disagree (4)
	In my class…				
	Classroom Management				
1.	When I sit at the back, I listen to my teacher's voice clearly.				
2.	My teacher promotes pair-work in the classroom.				
3.	My teacher promotes group-work in the classroom.				
4.	My teacher changes the position of the desks according to the activity.				
5.	My teacher gives clearly instructions before any activity in the classroom.				
6.	My teacher uses gestures to help clarify instructions and explanations.				
7.	My teacher brings real objects such as: fruits and vegetables to maximize my learning in the class				
	Teachers´ roles				

	ITEM	Strongly agree (1)	Agree (2)	Disagree (3)	Stronly disagree (4)
8.	My teacher is approachable any time I need it.				
9.	My teacher encourages me to participate in class.				
10.	My teacher makes guided oral presentations, discussions and debates.				
11.	My teacher monitors individual work, pair work and group-work in the classroom.				
12.	The time set by the teacher is enough for developing each activity.				
13.	My teacher plans every activity developed in the class.				
14.	My teacher assigns free activities for me to be creative in the classroom (e.g. theater plays, role plays and stories).				
15.	At the end of an activity, my teacher makes us repeat any word that somebody has mispronounced.				
16.	My teacher participates in the activities as if he were a student.				
	ITEM	**Strongly agree** **(1)**	**Agree** **(2)**	**Disagree** **(3)**	**Stronly disagree** **(4)**
	Engagement				
17.	I have good interaction and communication with my classmates.				
18.	I have good interaction and communication with my teacher.				
19.	My teacher listens to me when I talk.				
20.	When my teacher sets the objectives clearly, we reach them at the end of the class.				
21.	When my teacher asks me to participate, he/she calls me by my name.				
22.	My teacher applies dynamics such as: games, songs, role plays for me to get involved in the class.				
23.	My teacher makes me feel enthusiastic in the class.				

	Discipline				
24.	My teacher maintains a good discipline in the classroom.				
25.	My teacher tells me what the expected behavior in the classroom is.				
26.	The teacher is able to control different kinds of disruptions such as: ringing cell phones or IPods, speaking aloud, and eating in the classroom.				
27.	My teacher sets rules of appropriate behavior in the classroom.				
	Feedback				
28.	The quality of the written feedback given by the teacher is good taking into account the days he takes to return the papers.				
39.	My teacher stops the activity when something gets wrong.				
30.	My teacher assigns extra material in the class.				
31.	My teacher gives feedback after performing an oral presentation.				
32.	My teacher rewards me for work that I have done well with comments such as: "good job", "excellent" and "outstanding".				
33.	My teacher gives me academic advisory.				
34.	My teacher gives feedback at the end of the class.				
	Correcting Learners				
35.	My teacher uses phonetic symbols to show mispronounced words.				
36	My teacher allows peer correction and self correction in the class.				
37	My Teacher uses facial expressions to indicate that I have made a mistake.				
38	My teacher is the right person to correct me.				
39	I'm afraid of speaking right after the teacher corrects my errors.				

	Physical environment				
40.	The classroom atmosphere is appropriate for learning.				
41.	In my classroom, everybody has a desk to sit on.				
42.	The physical space of the classroom is appropriate for developing all the activities.				
	General statements of the topic				
43.	I consider I am in a Large Class.				
44.	I prefer a small class rather than a large class.				
45.	I consider that my English level could be higher in a small class.				

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES

INTERVIEW ADDRESSED TO TEACHERS FROM THE FOREIGN LANGUAGE DEPARTMENT

Lic. René Hernández

Objective: *To collect evidence from Teachers regarding the problems of large classes and classroom management alternatives in the advance English I groups of the Foreign Language Department at the main campus of the University of El Salvador during term- II-2013.*

1. In your opinion, how many students does a large class have?

a) 15-25 students   b) 26-35 students c) 36-45 students d) more than 45 students

How many… well… for a language classroom, more than 25 is a large class. 25 is still OK less than 25 you can work with. But 26 or 30 or 40, that would be a large class. Because you have to give the students the opportunity to express their ideas. So you have more than that it is more difficult to assign tasks…

2. What is the highest number of students you have had in an English class?

   45 students

3. Do you prefer to teach small classes rather than large classes?

   The ideal class for me is 15-20 students. There is still room for interaction. When you have less than that they have interaction among themselves. With 15 or 20 all the students have the change to interact and express their ideas and you have time for doing some other things.

4. Do you consider that students' English level could be higher in a small class?

       It could be developed a higher level of proficiency, well yes, because they have more opportunities to express themselves. The teacher has more opportunities to check the students' production and give them feedback. More personalized feedback. In large classes is very difficult to give students feedback so you try to give general feedback sessions with all the students. Smaller classes, I think, give the students the opportunities to develop a higher level of proficiency.

5. In a large class, is it easy for you to project your voice so that all students can hear you?

I do not have any problem with that. I think most of the students can hear me in my classes. But of course you have to keep that in mind. Sometimes you forget you are talking to a large group and you tend to lower the volume of your voice. So it is important to keep that in your mind. So you do not forget. I seen some other people whose voices are not so loud and they do have a hard time keeping students´ attention. But I think in my case, I do not have that kind of problem but I

do have to keep it in mind. I have to do it consciously. I keep it in my head so I do not forget to speak to the whole class. My voice really helps.

6. In a large class, how often do you use pair work?

Pair work… probably once or twice in a two hour section. I try to combine individual work, pair work, and group work. I would say once or twice, depending on how much time I have. In a two hour section, two times or once. And then, some group work. There are some classes sometimes, when talking about a topic, some classes participating with one person on the from or the teacher in the front so what is important is…In a large class it is important to do a lot of group work because it gives students more opportunities to use the language but it is difficult for the teacher to monitor all the groups or they tend to switch into Spanish when working in groups they switch the language so it is difficult to keep them on track.

7. In a large class, how often do you use group-work?

Once or twice.

8. In a large, is it easy to change the position of the desks according to the activity?

It is not easier, there are more desks there is more noise when they move around and sometimes there is no room. So that you can ask them make groups because there is no room in the classroom so it is not easy it is more difficult.

9. In a large class, do all the students get the instructions easily?

I do not know. I try to make them clear for all the students, but it is difficult to verify that because there are so many students so what we try to do is I use to give them an example. I usually give them an example in the first part of the activity I ask a good students, a students who I know can give me a good answer so that the others understand what they have to do so this is the way I get sure that all the students get the instructions even when they did not understand what I explain when they see the example most of them get it I think. Sometimes they do not. Yeah because you move around and then they ask you "what are we supposed to do?" but they do not ask when I am giving the instructions I say is everything clear they do not say anything but I move around, they do not do what are they supposed to do they ask "what are we supposed to do?" So it is not always effective.

10. In a large class, do you make use of gestures to clarify instructions and explanations?

I think I do all the time. I mean not necessarily because it is a large class. According to researches 80% of the information that we transmit we do it by using body language so it is important to use body language to transmit communication effectively. So it is not because it is a large class but because it is important to use body language besides oral language.

11.   In a large class, do you bring real objects such as: fruits and vegetables to maximize students' learning?

Realia…I do not. I think is too much work. I mean if we are going to talk about fruits we are not going to bring bananas or mangoes is too much work. It is too expensive. That is why we use visual aids, you know, like flash cards, posters and the books also. Fortunately, most of the books have very colorful besides however, some students make photocopies so they do not see the colors. Yeah, but it is too much work for something you probably can achieve with flashcards you do not need the real things. Very few cases I do that.

12.   In a large class, is it easy to be approachable anytime the students need you?

Of course not, I mean just like now, sometimes many students, after the class, want to talk to you, one comes and talks to you and takes longer than you supposed to be with that so the others just decides to leave or they have to go to another class. It is more difficult. There are more students who want your attention so there is no enough time for all of them.

13.   In a large class, how often do you encourage your students to participate in class?

Well, I encourage them to participate all the time, not necessarily because it is a large class. All the time. Participation is keeping learning in any class.

14.   In a large class, do you develop guided oral presentations, discussions and debates?

Yes, I do. That would be like the production part of the class. At the end, after presenting, practicing and production. At that stage I would probably use debates, discussions.

15.   In a large class, is it easy for you to monitor individual work, pair work and group-work in the classroom?

It is not easy. It is more difficult than working with a small class. Besides, it takes more time. So you cannot be in two places at the same time.

16.   In a large class, do you plan every activity developed in the class?

Do I plan every activity developed? Probably not. You know we have a text book. Usually there is a number of activities in the text book. What I do is to try to add activities to complement or change some of the activities I do them in a different way. So as to bring some variety to the class because text books actually, they have very fix instructions so students know first second so what do is change some of the activities so I do them in a different way or take some other material from outside.

17.   In a large class, do you assign free activities for the students to be creative in the classroom? (e.g. theater plays, role plays and stories).

Yeah, that is what I was saying in the production part of the class. However, it is difficult to monitor. I mean that is the main problem in a large class. And you monitor you can identify and help them but if you cannot hear or see all of them is difficult, it is more difficult.

18.   In a large class, how often do you make students repeat mispronounced words?

I do that all the time. When mispronounced words affect communication I ask them to repeat. I say it many times. But I do that with large or small classes.

19.   In a large class, how often do you get involved in students' activity as if you were another student?

I barely do. I do that only when we have debates, discussions. I become part of the group. I express my own ideas about a topic. That is only in the production. During the presentation stage you are also busy, presenting, guiding. In the practice stage you are also busy checking and correcting. But it is in the production stage I can be part of an activity like a debate, discussion or something like that. So it is not very common.

20.   In a large class, do you encourage students to have a good interaction and communication among them?

Yeah, that is supposed to do all the time. I mean, the class is aim at reaching communication so it is what students are supposed to do there. Large or small.

21.   In a large class, is it easy to have good interaction and communication with each student?

Definitively not. There are too many students. If I try to talk to each students for a minute, forty students that is forty minutes only talking to them there is no time for the class. It is not easy it is more difficult.

22.   In a large class, do you tell the students the objectives of the course?

I try to tell them all the time. Not necessarily because it is a large class. That should be like a guide for students to tell them where or what we are going to study today. What is the objective. I do it all the time.

23.   In a large class: when you ask students to participate, do you call them by their names?

At the beginning of the semester is difficult, I have a hard time memorizing some names by probably half of the semester I already know their names. I think I know most of their names or nicknames sometimes.

24.   In a large class, how often do you apply dynamics such as: games, songs, role plays for students to get involved in the class?

These are activities that we call free production activities during the production stage which is most of the classes. I mean, most of the time the class is devoted to presentation and practice probably 10% of production in those cases.

25.   In a large class, is it easy for you to maintain a good discipline in the classroom?

It is more difficult than dealing with small class size because there are more people and of course troubles. It is not easy. It is more difficult. But I think is doable.

26.   In a large class, do you tell the students the expected behavior in the classroom?

I do not usually do it. I assume that they are adults. Sometimes, I have to remind them, for example, last time I remember somebody was presenting and someone was not paying attention so I had to tell him "someone is in the front you have to listen to her attentively. I just do it when it is necessary but I do not do it all the time. When I see behavior that is not appropriate, I remind them that.

27.   In a large class, is it easy for you to control different kinds of disruptions such as: ringing cell phones or IPods, speaking aloud and eating in the classroom?

Well. you know, my class is at 1:00 p.m. many of my students come from another classes so eating, I allow them to eat in class. I do it in class sometimes. We have talked about ringing cell phones and I have asked them to using in vibration mode if they have something important. But of course there is always, someone who forgets and it…but I would say it is not that difficult when dealing with adults. The problem is when you are dealing with teenagers so tell them something one minute later they have forgotten it. I have not seen that kind of problem in my classes. The problem that I seen is that many of them go to the bathroom or at least it is what they say during the first part of the class. At 1:00 p.m. or 1:20 p.m. and they say teacher I need to go to the bathroom so I cannot tell them do not go.

28.   In a large class, do you set rules of appropriate behavior in the classroom?

Yes, If you want to do it go out.

29.   In a large class, is it easy for you to give written feedback taking into account the days you take to return the papers?

Yes, but not individual written feedback. I see when I check written homework, I see the most common problems, the ones that all of them have made and then, I have like a session the most of you are doing this and this and you are doing it in the wrong way. You should do it like this. I do not give it individual unless it is a composition class. Last semester, I had two composition classes with 35 students 38 and I had to give them feedback in their essays. It was a lot of work but in the English class I just see the most common mistakes and give them group feedback.

30.   In a large class, do you stop an activity when students make mistakes?

That depends. There is the practice stage. In the practice stage, the purpose is to make students master the structure so the focus is on form and mistakes are what we have to correct them. If it is the production stage, we are not supposed to interrupt their ideas. We can do it later, after they have participated, if it is necessary.

31.   In a large class, do you assign extra material in the class?

32.   In a large class, do you give feedback after performing an oral presentation?

In a large class… yeah, I would say but probably not after each presentation but after five presentations I talk to them and say before you continue listen…some of you are doing this and do not do that anymore so it is not after each presentation but after a set of presentations four, five…

33.   In a large class, do you reward students for work that they have done well with comments such as: "good job", "excellent" and "outstanding"?

Yes, sure. I also give them candies.

34.   In a large class, do you give academic advisory to students?

I have tutored now so they can come but not many of them ask for tutoring very few students ask for tutoring.

35. In a large class do you give feedback at the end of the class?

At the end of the class, no. usually at the end of the class students ask questions about a task or they want me to explain something but not that like to have feedback session, I do not do that.

36.   In a large class, do you use phonetic symbols to show mispronounced words?

I do not. In most classes depending on the level, for example, could I use the symbols if they do not know them it does not make sense. But if they have taken pronunciation I would use the symbols because I know they know what the symbols means but not with other students I just give them a sample with that sound, for using like with shuuuuu…in Spanish for "callate" that is the sound I look for words in Spanish that have that sound we need in a word in English.

37.   In a large class, do you allow per correction and self correction?

Actually, you know, the theory says that we should go for self correction first, per correction second and teacher correction as last resource. But you know what they hate to be corrected by their peers or they do not believe in them. Many of my student when they are participating and are corrected by a classmate they come to me and ask is that true? So they want me to tell them whether they are correct or not. They do not trust their peers so Self Correction, I try to allow but if I know they have some problems with their pairs I think they prefer teachers´ correction.

38.   In a large class, do you thing that the classroom atmosphere is appropriate for learning?

It is still OK, it is not the best. Yeah, it is not the best. You know more people making more heat, more people more problems. It is not the best conditions but I think many students can learn of course they do not probably learn as the conditions were different. You know, not only because of the size of the class but the heat. Our country is very hot. The heat sucks your energies. If you are at 1:00 or 1:30 p.m. and it is really hot people are like…if we have air conditioner for example it could be more. It is not necessarily related to large classes but other thing related to… But yeah, the more students the more difficult it is.

39.   In a large class, does every student has a desk to sit on?

In my class, yes but I have seen some student who have to stand or watch to the class from outside through the window but fortunately, in my classes I had like 38 or 39 students we still have room. But there are some other classes in which there are 70 students there is not enough room or desks for students.

40.   In a large class, do you make use of facial expressions to indicate that students have made a mistake?

As I said, I always use body language in my classes.

41.   In a large class, do you think you are the only one who can correct the students?

When students have problems with each other, I know they prefer teacher´s correction.

42.   In a large class, do students feel afraid of speaking right after you correct them?

I do not.

43.   In a large class, is the physical space of the classroom appropriate for developing all the activities?

No, the theory says that we have to have activities for all types of learners: audio learners, tactile learners, the kinesthetic learners. Kinesthetic, they need to stand up and move around and there is no room so it is not possible sometimes.

INTERVIEW ADDRESSED TO TEACHERS FROM THE FOREIGN LANGUAGE DEPARTMENT

Rolando Guzman.

Objective: *To collect evidence from Teachers regarding the problems of large classes and classroom management alternatives in the advance English I groups of the Foreign Language Department at the main campus of the University of El Salvador during term- II-2013.*

1. In your opinion, how many students does a large class have?

a) 15-25 students   b) 26-35 students c) 36-45 students d) more than 45 students

Actually, for me to have a large class means to have more than twenty students

2. What is the highest number of students you have had in a English class?

In this University, the most that I had is 40-45 students

3. Do you prefer to teach small classes rather than large classes?

I would rather teach small classes because the more students there are in classes the less they have the chance to participate. Try to keep track of each students or individual progress, or individual grades, effects records. For teachers it is difficult.

4. Do you consider that students' English level could be higher in a small class?

Yes, the less students you have the more change they have to participate and to have a very effective participate so kindly force students to talk, they have to talk because there are no more students to interrupt so they have to interact with this small and they have to talk more.

5. In a large class, is it easy for you to project your voice so that all students can hear you?

With the acoustic of the room your voice can be faded away very easily. There are still factors that interfere with your voice and if they are not quiet, then, you have to fight against the exterior and interior factors and that is not easy and if you keep your voice in a high tone you can get sick, you can get a sore throat. And also how large a room is can affect it.

6. In a large class, how often do you use pair work?

Not that often but sometimes I do.

7. In a large class, how often do you use group-work?

Sometimes. They better work in groups.

8. In a large, is it easy to change the position of the desks according to the activity?

No, the more desks there are the less chance you have to move the desks and you organize the class and it is quiet difficult so you prefer them to work with people who are around or next to them.

9. In a large class, do all the students get the instructions easily?

You have to make yourself clear. You have to try to get some feedback to find out if the instructions are clear. You ask them for examples to see if your instructions are being followed by students.

10. In a large class, do you make use of gestures to clarify instructions and explanations?

Yes, I mimic, movement, body language to make the explanation clear.

11. In a large class, do you bring real objects such as: fruits and vegetables to maximize students' learning?

Depending on the content and the material, but we show pictures, for example if we talk about food if could be a good strategy to ask them to bring food so that we can share at the end of the class.

12. In a large class, is it easy to be approachable anytime the students need you?

Individually is very hard. Probably you can monitor when they work in groups and you can ask them if they have any question or doubt or if they raise your hand.

13. In a large class, how often do you encourage your students to participate in class?

Yes, I tell them from the start that if they don't talk English class they won't past. The more they talk the better for them I tell them.

14. In a large class, do you develop guided oral presentations, discussions and debates?

Yes, but of course it is not as if you were in a small class because we have too many groups. Even thought we have those groups we have to deal with those kinds of activities like debates so that people are against or in favor.

15. In a large class, is it easy for you to monitor individual work, pair work and group-work in   the classroom?

It takes time, especially when you have not only monitoring, but how they are doing. You have to cover all the students' needs.

16. In a large class, do you plan every activity developed in the class?

Yes, because you are projecting if it could work or not for the group taking into account how big a group is.

17. In a large class, do you assign free activities for the students to be creative in the classroom? (e.g. theater plays, role plays and stories).

Yes, depending on the level. If they are in intermediate-advanced level there are more complex free activities. They can use their creativity but they have to follow a basic.

18. In a large class, how often do you make students repeat mispronounced words?

If there are very common mistakes, yes. Pronunciation, or grammar, you can call their attentions or at the end of the class you can give them feedback.

19. In a large class, how often do you get involved in students' activity as if you were another student?

Motivate students, they have to take part of their own learning, you have to make them aware of that. At the end if the group achieves the goals or passes it is because they have a sharing responsibility or a sharing winning. You have to cheer them up and you have to play a sample role to motivate them.

20. In a large class, do you encourage students to have a good interaction and communication among them?

Yes, when they work in groups they feel more relaxed or less stressed.

21. In a large class, is it easy to have good interaction and communication with each student?

No. You believe that everybody is paying attention or listening to you, but if they don't know what to do you have to give feedback.

22. In a large class, do you tell the students the objectives of the course?

Yes, those are the duties. We have to read the objectives of the syllabus. Also in the unit. You explain what the purpose if the objective.

23. In a large class: when you ask students to participate, do you call them by their names?

Actually it is very hard. I admire the teachers who have that ability because there are some teachers who at the end of the semester memorize all the names; I try to memorize as any names as possible.

24. In a large class, how often do you apply dynamics such as: games, songs, role plays for students to get involved in the class?

When it is needed. These activities must be related to the objectives or the contents. Some teachers tell jokes but the joke must be related.

25. In a large class, is it easy for you to maintain a good discipline in the classroom?

No, because each one has his own personality and his own behavior. But you cannot really control their behavior. If someone misbehaves you have to ignore hem or at the end call his attention.

26. In a large class, do you tell the students the expected behavior in the classroom?

Yes, because it is in the syllabus.

27. In a large class, is it easy for you to control different kinds of disruptions such as: ringing cell phones or IPods, speaking aloud and eating in the classroom?

Every time we got into the classes I show some pictures of people talking, drinking, and talking. But you can see that they do it but you have to call them off.

28. In a large class, do you set rules of appropriate behavior in the classroom?

Yes, If you want to do it go out.

29. In a large class, is it easy for you to give written feedback taking into account the days you take to return the papers?

The more you have the more feedback you have to put in every paper. It is difficult, You can cheer them up with words such us. Excellent, good job, continue.

30. In a large class, do you stop an activity when students make mistakes?

If he is not expressing himself clearly I have to make a follow up question gently but if they say too many mistakes I don't stop considering that they are a lot.

31. In a large class, do you assign extra material in the class?

Yes, especially follow up exercises in reading, grammar, vocabulary and the TA can do that. You can give them a hand out so that students can get the photocopies.

32. In a large class, do you give feedback after performing an oral presentation?

If it is an evaluated activity I would rather give feedback at the end of the presentation in a gently way. You can say, next time: be careful in this and this. At the end students can give advice.

33. In a large class, do you reward students for work that they have done well with comments such as: "good job", "excellent" and "outstanding"?

Yes, especially in written works.

34. In a large class, do you give academic advisory to students?

Not only academic advisory but also moral, personal, political and if it is possible you can give them advice about religions so that they can be better professionals or persons at the end.

35. In a large class, do you use phonetic symbols to show mispronounced words?

Yes, in every unit you have text books in which they introduce sounds and pronunciation sections and these sections are introduced by phonetic symbols and in there you can take advantage and you can introduce pronunciation.

36. In a large class, do you allow per correction and self correction?

Yes, it is better.

37. In a large class, do you make use of facial expressions to indicate that students have made a mistake?

Yes, sometimes you have to make a happy face but you don't have to make rude or though faces showing angriness.

38. In a large class, do you think you are the only one who can correct the students?

Besides becoming the bad boy some students are afraid I ask for help to the students who are a little better. You ask students who have more skills in English for help.

39. In a large class, do students feel afraid of speaking right after you correct them?

If you begin your classes with a very clear way of correct you have students aware that they are going to be corrected.

I ask them: How would you like me to be corrected. You have to have good or clear ways of correcting.

40. In a large class, do you think the classroom atmosphere is appropriate for learning?

No, because there is no ventilation, no light. Some students are looking through the windows outside. There are people talking outside.

41. In a large class, does every student have a desk to sit on?

Yes, a couple of times I have had too many because there were too many students. The room was for around 25-35 and there were 40.

42. In a large class, is the physical space of the classroom appropriate for developing all the activities?

In a large class you must have a large room to do all the activities. In a room in which they can move, can walk can arrange the desks.

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

INTERVIEW ADDRESSED TO TEACHERS FROM THE FOREIGN LANGUAGE DEPARTMENT
Cecilia Reyes

Objective: *To collect evidence from Teachers regarding the problems of large classes and classroom management alternatives in the advance English I groups of the Foreign Language Department at the main campus of the University of El Salvador during term- II-2013.*

1. In your opinion, how many students does a large class have?
   a) 15-25 students   b) 26-35 students c) 36-45 students d) more than 45 students
    I think a large class might have from 26-35 students on .

2. What is the highest number of students you have had in a English class?
   In a previous semester was kind of 42-43. It was a very large class.

3. Do you prefer to teach small classes rather than large classes?
   I prefer to teach small classes rather than large classes. For many issues like: we can give more personal attention to their learning and also we can even create a closer relationship teacher-student.

Do you consider that students' English level could be higher in a small class?

Yes, I consider that the level of English could be higher in a small class because it is supposed that we are giving more attention to students and students can be more focused, more concentrated n what is going on in the class and I really go for it.

4. In a large class, is it easy for you to project your voice so that all students can hear you?

No, It is not easy to project my voice in a very large class because, obviously if it is large there are certain students at the very back of the classroom and I cannot move on to those parts where they are because the number of students in the front do not let me do that. The arrangement of the desks also hast to do a lot with projecting the voice.

5. In a large class, how often do you use pair work? In a large class I use pair work every class or when it is possible because it is easy to monitor this kid of work.

6. In a large class, how often do you use group-work? I use group work every day as well. Sometimes I just put together two or three pairs so that they can make groups of four or

six and then have them work in certain activities. It is because it is easier to monitor what they are doing.

7. In a large, is it easy to change the position of the desks according to the activity?

It is not easy to change the position of the desks because they are too many students and the classroom are not big enough to move all the desks and even if the classroom has a good size, the noise, the time that it takes to move the desks is negative, it is not good for the class because it takes too much time to make the arrangement and I don't like to do it very often.

8. In a large class, do all the students get the instructions easily? Not all the students get the instructions easily because students are more distracted, they don't listen to what the teacher is saying and then they just ask the person next to them and maybe the person next to them do not give them the information in the right way and they are doing things in a different way.

9. In a large class, do you make use of gestures to clarify instructions and explanations?

Yes, I do. I make use of gestures. I do gestures in large or small classes. But even more in large classes because you can get more the students attention and get the instructions better.

10. In a large class, do you bring real objects such as: fruits and vegetables to maximize students' learning? I don't bring real objects most of the time. I prefer models or other kinds of materials. I prefer students to bring them. I can assign them to bring what we are going to use so that everybody can share what we can show in the class. Just one person bringing in this case the teacher all the material that would be too much.

11. In a large class, is it easy to be approachable anytime the students need you?

It is not easy to be approachable any time when students need it. I may give the students some time, some schedules for reaching me in my office but that may be one hour a day and sometimes students are not available the time I am but one hour is not enough for 40 or more students.

12. In a large class, how often do you encourage your students to participate in class?
I always encourage them to participate, they may show their hands if they want to participate.

13. In a large class, do you develop guided oral presentations, discussions and debates?

Yeah. I may omit debates; I go for oral presentations or discussions more because the oral presentation can give the opportunity to prepare what they have to do and say and if they don't have the opportunity to participate in classes for showing what they know.

14. In a large class, is it easy for you to monitor individual work, pair work and group-work in   the classroom?

It is not easy to monitor individual work that is why I prefer pair work and group work in the classroom. Because if I had 40 students and I had a 50 minutes activity to be done individually and if I want to monitor all students and see what they are doing it would take 4 minutes at list if I devote one minute per student so it is not easy to monitor individual work. That is why I go more for pair work and group work in the classroom even though it is not easy either.

15. In a large class, do you plan every activity developed in the class?
    In large classes and small classes I plan all the activities I will do in classes. If I had to improvise something it would be because of the circumstances at the moment. Even based on what I have already planned.

16. In a large class, do you assign free activities for the students to be creative in the classroom? (e.g. theater plays, role plays and stories). In large classes I prefer not to assign free activities. It is impossible to check their work in a very detailed way.

17. In a large class, how often do you make students repeat mispronounced words?
    From time to time I make students repeat mispronounced words. It doesn't make a lot of time so I do it very often.

18. In a large class, how often do you get involved in students' activity as if you were another student? No, I don't do it.
    I always get involved as if I were another student because I can get to know students more.

19. In a large class, do you encourage students to have a good interaction and communication among them?
    I always encourage stunts to have a good communication and good interaction because it is better.

20. In a large class, is it easy to have good interaction and communication with each student?

It is not easy to have good interaction and communication with each student in the classroom. That is impossible.

21. In a large class, do you tell the students the objectives of the course?
    I always tell the students the objectives of the course. They should know it.

22. In a large class: when you ask students to participate, do you call them by their names?

I always try to memorize students' names because I don't like to call them by the numbers or by you, the one with the red blouse. I do it because when people are called by their names they might feel more secure and very important and that they are part of the group.

23. In a large class, how often do you apply dynamics such as: games, songs, role plays for students to get involved in the class?
I usually dynamics like songs, names, role-play. Of course depending on the activity I make all the students participate or just a half because having all the students to participate is a mess.

24. In a large class, is it easy for you to maintain a good discipline in the classroom?
Yes, It is easy if give the students clear instructions and if we are not very demanding with very little things you do or not do but not too.

25. In a large class, do you tell the students the expected behavior in the classroom?
It is kind of easy to keep the control if we set the roles at the very beginning. In a large class, is it easy for you to control different kinds of disruptions such as: ringing cell phones or IPods, speaking aloud and eating in the classroom?

I tell the students the expected behavior and they know the polices of the programs and that is for real. Something that is legal, something that is not made up at the moment just because I wanted. Students know all the rules.

26. In a large class, do you set rules of appropriate behavior in the classroom?

Yes, in the policies.

27. In a large class, is it easy for you to give written feedback taking into account the days you take to return the papers?

It is not easy. That is one of the hardest parts of the teachers but I really like to read everything students have written. Not only write down an okay and see how many lines they have written.

28. In a large class, do you stop an activity when students make mistakes?

I don't stop activities because it would take too much time. I correct in general, not mentioning who has made the mistake.

29. In a large class, do you assign extra material in the class?

I do assign extra material so that they class work outside of the classroom to take advantage of the free time.

30. In a large class, do you give feedback after performing an oral presentation?

I do that. I use a rubric and I sometimes record what they have presented if the students want extra feedback.

31. In a large class, do you reward students for work that they have done well with comments such as: "good job", "excellent" and "outstanding"?

    I always reward the stunts with those words. We all need to the kind of encourage or rewarding words. That is the minimum we can give pour students and when it is possible I simple give them a candy.

32. In a large class, do you give academic advisory to students?
I give academic advisory and my students know at what time they can go to my office and talk to me about academic issues.

33. In a large class, do you use phonetic symbols to show mispronounced words?

It takes time I just let the stunts know how they are pronounced. I also give the students some websites or audios.

34. In a large class, do you make use of facial expressions to indicate that students have made a mistake?

I usually make use of facial expressions because this indicates that they have to correct but with a gesture they can start to learn or to sort what the mistake was.

35. In a large class, do you think you are the only one who can correct the students?
    It is not only teacher who can correct that is why we have all those kind of corrections like: peer correction or self correction or group correction.

36. In a large class, do students feel afraid of speaking right after you correct them?
    Students sometimes feel afraid when I correct them. They might feel they will make the mistake again or they might feel they don't want to be corrected in front of others. That may happen and that may have to do with self teem
    .

37. In a large class, do you think the classroom atmosphere is appropriate for learning?

    The classroom has to be big, lighted, and clean to be appropriate and if we are in the correct size it is really good.
38. In a large class, does every student have a desk to sit on?

Yes, all the students have to sit on but sometimes they have to look for it. They have to look for it every morning and that interferes or interrupts and I don't like it.

39. In a large class, is the physical space of the classroom appropriate for developing all the activities?

No, they are not appropriate. The space is just enough to be in their seat. The classroom that we have is not big enough.

INTERVIEW ADDRESSED TO TEACHERS FROM THE FOREIGN LANGUAGE DEPARTMENT

Lic. Ricardo Cabrera

Objective: *To collect evidence from Teachers regarding the problems of large classes and classroom management alternatives in the advance English I groups of the Foreign Language Department at the main campus of the University of El Salvador during term- II-2013.*

1. In your opinion, how many students does a large class have?

a) 15-25 students   b) 26-35 students c) 36-45 students d) more than 45 students

A: well, personally I prefer to have classes with fifteen to twenty. That is maybe, the ideal number.

2. What is the highest number of students you have had in a English class?

   A: We are talking about only English classes… 45 or 50, I remember I had a 50 students class. It was the largest I have ever had.

3. Do you prefer to teach small classes rather than large classes?

A: Well, I prefer small classes, of course. It is easier for students, for the teacher takes several advantages but to have a large class it is not a problem let us say if we talk about 35 or 30 students that is OK. We are used to work with numbers like those.

4. Do you consider that students' English level could be higher in a small class?

A: Probably they have better chances, oh right. Yes, because it has not already been proven that or as far as I know there is not study about it but not necessarily because it is a large class students learn more. Nothing has been proven.

  5. In a large class, is it easy for you to project your voice so that all students can hear you?

A: Yeah, it depends on the classroom. Usually, I have no problem with that but sometimes I got tired. It is hard to my voice but I can manage it.

6. In a large class, how often do you use pair work?

A: Everyday, two or three times in a class.

7. In a large class, how often do you use group-work?

A: I make them every day too. Let us say, three or six times a week.

8. In a large, is it easy to change the position of the desks according to the activity?

A: Yeah, in a large class, it gets a little bit more difficult. It is usually noisy. If you instruct students, it should not be a problem.

9. In a large class, do all the students get the instructions easily?

A: Probably it is a little bit more complicated because you have…it depends probably on what you are doing in a particular room. Maybe it is harder to monitor whether students have understood the instruction.

10. In a large class, do you make use of gestures to clarify instructions and explanations?

A: I try to do that. Yeah, of course.

11.   In a large class, do you bring real objects such as: fruits and vegetables to maximize students' learning?

A: Well, once in a while, whenever it is possible I do it. But I prefer to use…you know like… images, because it is easier for me so I do not have to carry things around.

12.   In a large class, is it easy to be approachable anytime the students need you?

A: Well, sometimes when it is too crowded, it is difficult to move around, however, I try to separate when they are working in groups, I try to separate them so that I can move up or down, move around the classroom.

13.   In a large class, how often do you encourage your students to participate in class?

A: Whenever it is possible. They should be participating all the time, actively. Even if they are listening, somehow, their attitude toward listening, I would say, right. But they usually participate every day, every time, for every single activity right, to get involved.

14.   In a large class, do you develop guided oral presentations, discussions and debates?

A: Yeah, I usually do that. Whenever I have the production stage, I go through the production stage, I usually do that.

15.   In a large class, is it easy for you to monitor individual work, pair work and group-work in the classroom?

A: Yeah, in a large class, it is somehow difficult to move around but it is not a problem to monitor. Yeah, sometimes if you have too many groups, you do not have time to state with one

group for a long time and make sure probably details of what they are talking about, right. You have to move around. So it depends on the number of the groups that I have.

16.   In a large class, do you plan every activity developed in the class?

A: Yeah, I try to think in all the best activities and I try to plan. I plan.

17.   In a large class, do you assign free activities for the students to be creative in the classroom? (e.g. theater plays, role plays and stories).

A: Yeah, there is room for that too. It depends on the stage I am working on. Sometimes, I have guided practice when I probably control a little bit but that is part of the process. At the end, we find especially work on independent practice where they do have the chance or they are working on production.

18.   In a large class, how often do you make students repeat mispronounced words?

A: Well, I do that once in a while. Only when it is necessary. I do not do that very often. You know, if I am working with an advanced class. I do not do that very often…you know, like chorus, repetitions, drills, things like those. Not very often.

19.   In a large class, how often do you get involved in students' activity as if you were another student?

A: Yes, sometimes I do that and I work with them and I try to get involved in the conversation, probably not making them feel that I am the authority that moment but as part of the group. Sometimes I do it.

20.   In a large class, do you encourage students to have a good interaction and communication among them?

A: Yes, that is a very important part of the class. Because normal interaction is a part of what we do in the class in order to develop speaking activities so it is really important that often make them interact in the class.

21.   In a large class, is it easy to have good interaction and communication with each student?

A: Probably, if we are talking about the amount of time we have available for each student, it is not too much time that we have, you know.

22.   In a large class, do you tell the students the objectives of the course?

A: Yeah, at the beginning of the course I tell them what we are going to do. I tell them do that they take a general picture of what is going to be developed in the class. Probably, I do not really

specify, right, to be very specific about the objectives but I usually tell them what we are going to do during the class.

23.   In a large class: when you ask students to participate, do you call them by their names?

A: Yes, if it is a large class, it gets a little bit more difficult; especially because it is hard to remember all the students´ names but I try to do that call them by names.

24.   In a large class, how often do you apply dynamics such as: games, songs, role plays for students to get involved in the class?

A: To add variety to the class I try to do that, to include some relaxing activities at the middle of the lesson.

25.   In a large class, is it easy for you to maintain a good discipline in the classroom?

A: Yeah, it is top difficult sometimes: students become talkative, get tired during the lesson but it is normal.

26.   In a large class, do you tell the students the expected behavior in the classroom?

A: Probably at the beginning, we talk about that. And if it is necessary to reinforce, I mean, call their attention for some specific behavior I expect from them I do it.

27.   In a large class, is it easy for you to control different kinds of disruptions such as: ringing cell phones or IPods, speaking aloud and eating in the classroom?

A: I am not very…you know…very strict about... I expect we are mature they are adult now. What I usually do is to let them go…or make them feel conscious about what they are doing as adults: if they get out of the class it is just their time and their chance not mine so they usually appreciate that.

28.   In a large class, do you set rules of appropriate behavior in the classroom?

A: At the beginning of the course we talk about that. As I told you, I tell them that if I need to reinforce some kind of behavior it depends on probably, disruptive behavior. I usually talk to them in group. Sometimes, I talk to them individually too, if necessarily.

29.   In a large class, is it easy for you to give written feedback taking into account the days you take to return the papers?

A: Written feedback it is quite difficult if you have a large class. It takes a lot of time so what I do is that if I consider some general problems, I talk to them in general and try to take a look at the common problems they have. About the most common problems I talk to them in general. If necessary, I talk to them individually.

30.   In a large class, do you stop an activity when students make mistakes?

A: No, I do not usually do that. They usually correct themselves and if it is a slip, I do not do that. I just let them go on because it is part of the learning process.

31.   In a large class, do you assign extra material in the class?

A: Yeah, I assign a lot extra material. I use module platform. I find there useful work, for example. Themes of emphasized on listening so I work on listening.

32.   In a large class, do you give feedback after performing an oral presentation?

A: Yeah, in that case I give them some written feedback.

33.   In a large class, do you reward students for work that they have done well with comments such as: "good job", "excellent" and "outstanding"?

A: Yeah, I usually try to do that.

34.   In a large class, do you give academic advisory to students?

A: It is difficult to do that because of time constrains but whenever it is possible I do that. Sometimes it is difficult but not impossible.

35. In a large class do you give feedback at the end of the class?

A: At the end of the class. Well, I try to do that whenever it is possible or let say… if I finish a lesson…and then, I detect some problems I try to pick up the same problem in the following class and give some feedback to reinforce whatever they have not understood.

36.   In a large class, do you use phonetic symbols to show mispronounced words?

A: What I usually do is to follow the material which is on the book. To tell you truth, I do not emphasize a lot on pronunciation. I just let them listen to the model. We teach by modeling, teacher model of speaking. I usually follow the material which is on the book.

36.   In a large class, do you allow peer-correction and self correction?

A: Yeah, that is a normal part of the class. Sometimes, students bother their classmates so what I try is to monitor the way they correct themselves.

37.   In a large class, do you thing that the classroom atmosphere is appropriate for learning?

A: Yeah, we are talking about the kind of environment we create…yes it is appropriate.

38.   In a large class, does every student have a desk to sit on?

A: Yeah, as I told you, I remember though, one class which was not an English class. It was a practice teaching II class where students had to go somewhere else to get desks, right. I do not usually have that problem.

39.   In a large class, do you make use of facial expressions to indicate that students have made a mistake?

A: Yeah, that is normal, sometimes I make a face for something funny maybe or I do something with my hands.

40.   In a large class, do you think you are the only one who can correct the students?

A: No, that is not the way. I use…or I try to encourage students to help each other. When I make them work in groups, I tell them to help each other.

41.   In a large class, do students feel afraid of speaking right after you correct them?

A: Particularly, I think that there are some students who are shy by nature. I think they are not afraid of me for correcting them. They take it as a natural thing. It depends on the way I correct them, they would be afraid of participating or they continue participating. It is not the case of my class, I think.

42.   In a large class, is the physical space of the classroom appropriate for developing all the activities?

A: Probably not. We probably need a bigger space.

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

INTERVIEW ADDRESSED TO TEACHERS FROM THE FOREIGN LANGUAGE DEPARTMENT

Licda. Gilma Lainez

Objective: *To collect evidence from Teachers regarding the problems of large classes and classroom management alternatives in the advance English I groups of the Foreign Language Department at the main campus of the University of El Salvador during term- II-2013.*

1. In your opinion, how many students does a large class have?

a) 15-25 students   b) 26-35 students c) 36-45 students d) more than 45 students

I would say C. From 36-45.

2. What is the highest number of students you have had in a English class?

In this University, 62

3. Do you prefer to teach small classes rather than large classes?

Yeah. Small classes are fine. Because you have the opportunity to get to know the students a little better and you can focus on their weaknesses and try to help them in a more individual way.

4. Do you consider that students' English level could be higher in a small class?

Yes, because they have the chance to participate more. They can interact with the teacher a little more and those things give them the chance to debvelop their English better.

5. In a large class, is it easy for you to project your voice so that all students can hear you?

Yeah, I can do that.

6. In a large class, how often do you use pair work?

I do, a lot. Because of the nature of the class. It is not easy to have everyone's opinions and you ask them to work.

7. In a large class, how often do you use group-work?

Almost in every class. Probably in a class I use pair work and in another class I use group work.

8. In a large, is it easy to change the position of the desks according to the activity?

No, it is not easy. It depends on how large a class is and how large the classroom is. Most of the time you ask them to participate with the students who are around them.

9. In a large class, do all the students get the instructions easily?

Yes, it depends on the teacher. If you give them the instructions clearly. But I would say it depends on the teacher. Of course you will have more students with doubts.

10. In a large class, do you make use of gestures to clarify instructions and explanations?

Yes, I am very kinesthetic, so I do.

11. In a large class, do you bring real objects such as: fruits and vegetables to maximize students' learning? It depends on the level of the quests. But if it is possible I try to bring real things. Also material that is authentic but generally with high levels I bring videos or probably things you can't touch.

12. In a large class, is it easy to be approachable anytime the students need you?
    Well, Students can approach and you try to make time for them, It is possible but it is not easy. It is a lot easier when the class is small.
13. In a large class, how often do you encourage your students to participate in class?

Everyday. I try to motivate them everyday.

14. In a large class, do you develop guided oral presentations, discussions and debates?

Yes, I try to develop speaking activities as much as possible.

15. In a large class, is it easy for you to monitor individual work, pair work and group-work in   the classroom?
    No, it is not easy. Sometimes if I have a Teacher Assistant I ask him to help me.

16. In a large class, do you plan every activity developed in the class?
    Yes, I try to. Probably not every detail of the class but I try to always bring an outline. Specially if it is a large class you have to bring the exact numbers of copies and the material you are gonna use with every studnts so that you do not get shortage of material.

17. In a large class, do you assign free activities for the students to be creative in the classroom? (e.g. theater plays, role plays and stories).

Yeah. This semester they have had the chance to have different activities for example presentations, videos, also free writing activities where they have had the opportunity to show their creativity.

18. In a large class, how often do you make students repeat mispronounced words?

Not very often I do use a lot of self correction, peer correction . I probably repeat the word for them to listen the correct way. Actually ask them to repeat over and over again, I don't do it.

19. In a large class, how often do you get involved in students' activity as if you were another student? No, I don't do it.
20. In a large class, do you encourage students to have a good interaction and communication among them?

Yes, I like to do that. I try to make them to speak not with the person they work all the time.

21. In a large class, is it easy to have good interaction and communication with each student?

No, it is not easy. Because you have a lot if students, if there are 50 students for example. It is gonna be hard.

22. In a large class, do you tell the students the objectives of the course?

I do, At the beginning of the semester and when we begin each class I try to give them a brief introduction of what we are gonna do.

23. In a large class: when you ask students to participate, do you call them by their names?

Yeah. I am good at learning names. I try to learn them the first week of class.

24. In a large class, how often do you apply dynamics such as: games, songs, role plays for students to get involved in the class?

The fact that is a large class it doesn't mean that it tells me that I can play a game or something. But mostly if the level of students or the level I am teaching I don't play any games.

25. In a large class, is it easy for you to maintain a good discipline in the classroom?

Yeah. I had the chance to be with a large class and discipline is not a real problem.

26. In a large class, do you tell the students the expected behavior in the classroom?

.Yes. Ty to do that the first day of class. I talk to them about respect. The attitude I expect them to show.

27. In a large class, is it easy for you to control different kinds of disruptions such as: ringing cell phones or IPods, speaking aloud and eating in the classroom?
I guess it is not that easy with 60 or 50 students. But it is doable. You can tell them that if you need to go out just ask for permission. You can answer the phone outside or something like that. I try not to be crazy or so strict about it. If a phone rings I make a face and I tell them to go outside.

28. In a large class, do you set rules of appropriate behavior in the classroom?

Yes. I try to always be on time. I don't bring my cell phone. I do many things so that I try to be an example in that way and I also talk about the things they would like me to do. I am doing some effort so they should do some effort too. I try to talk to them the first day and if there is a problem I try to approach the student directly: why are you doing this and this. Not in front of everyone. I do it separately. I do it in a polite way.

29. In a large class, is it easy for you to give written feedback taking into account the days you take to return the papers?

No, that is definitely one of my weaknesses. I don't give the feedback back.

30. In a large class, do you stop an activity when students make mistakes?
No, I don't. Because they could feel a little embarrassed. Normally what I do is for example if they are writing I put the answers on the board, I ask them to check the mistakes.

31. In a large class, do you assign extra material in the class?
Yes, a lot.

32. In a large class, do you give feedback after performing an oral presentation?

No immediately but later when I give them the rubrics back I give them feedback.

33. In a large class, do you reward students for work that they have done well with comments such as: "good job", "excellent" and "outstanding"?

Yeah. I do. They feel encouraged and it makes them feel well in the class.

34. In a large class, do you give academic advisory to students?
If they approach to me I help them with any doubt but is it is a very large class. Then, if the students need me I definitely talk to them whether if it is his behavior or about the class I do.

35. In a large class, do you use phonetic symbols to show mispronounced words?

Yeah . I do.

36. In a large class, do you make use of facial expressions to indicate that students have made a mistake?
Probably, Maybe I just would repeat the word or say par of the word. I ask them to say it again.

37. In a large class, do you think you are the only one who can correct the students?

No, of course no.

38. In a large class, do students feel afraid of speaking right after you correct them?

No, I don't think so.

39. In a large class, do you think the classroom atmosphere is appropriate for learning?

No, because I do not like very large classes but I don't like very small lasses either. . I think it is not the most appropriate environment.

40. In a large class, does every student have a desk to sit on?

Yeah, Maybe I have had classes where to look for a desk. Now I am thinking about it.

41. In a large class, is the physical space of the classroom appropriate for developing all the activities?

No, there are some activities that require more space. You have to take them out somewhere to do that.