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ENGLISH MAJOR
MODALITY: RESEARCH REPORT

THEME:

EFFECTS OF OVERCROWDING IN THE ENGLISH LANGUAGE TEACHING
AMONG THE STUDENTS OF THE 1ST YEAR OF ADMINISTRATIVE
MANAGEMENT AT "LUIS FERNANDO RUIZ" HIGH SCHOOL.

Research report before obtaining the bachelor's degree in National and Foreign Language
Pedagogy, English Major

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TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Effects of Overcrowding in the English Language Teaching among the Students of the 1st Year of Administrative Management at "Luis Fernando Ruiz" High School", and researched by Yasleidy Yelena Idrovo Pluas, ID number 2350218901, & Summer Alanis Granja Morales, ID number 1754149852, for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, August 2023



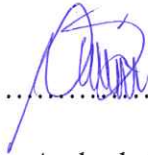
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The research report entitled “Effects of Overcrowding in the English Language Teaching among the Students of the 1st Year of Administrative Management at "Luis Fernando Ruiz" High School”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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Pujilí, August 2023



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GRATEFULNESS

It is my pleasure to express my effusive gratitude to God, who has always made me feel accompanied, and who has given me wisdom and support to achieve my goals. To my parents, for the continuous effort they have made to cover each of my needs, for believing in me and in each one of my decisions. To my family in general, who have encouraged me in one way or another to continue with my purposes, to be perseverant, and to feel appreciated for their affection. And last but not least, to our distinguished Technical University of Cotopaxi, to each of the teachers and tutors who have guided us and shared their extensive knowledge during our career.

Yasleidy Idrovo & Summer Granja

DEDICATION

I am pleased to dedicate the present research to God, my parents, and my family, who have been and will be indispensable pieces in my life. To my esteemed professors and tutors at the Technical University of Cotopaxi. And, finally, the Luis Fernando Ruiz High School allowed me to develop professionally and gain invaluable experience.

Yasleidy Idrovo

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

THEME: “Effects of Overcrowding in the English Language Teaching among the Students of the 1st Year of Administrative Management at "Luis Fernando Ruiz" High School”

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ABSTRACT

Student overcrowding causes numerous difficulties in the education system, such as increased discipline issues in classrooms, delayed performance of struggling students, worsening standardized test scores, higher overall noise levels, etc. Consequently, Education First English Proficiency Index [EF EPI] mentions that Ecuador has a low level of English proficiency, ranking 82nd out of 111 participating countries. That is why the present qualitative research, with a descriptive design, seeks to identify the effects of overcrowding in the English language teaching among the students of the 1st year of Administrative Management at "Luis Fernando Ruiz" High School. The techniques used were observation and interview, with the appropriate instruments being field diaries and an interview guide. The research focused on two passionate English teachers who shared their valuable insights on how overcrowding can affect English language teaching. It was determined that the classrooms are overcrowded by connecting the teachers' perceptions, the information from the field diaries, and the bibliographic information. It was found that the average student per classroom at Luis Fernando Ruiz High School is between 40 and 45 students. It caused teachers to feel stressed, exhausted and constantly interrupted during class development due to various disciplinary issues. Furthermore, students with special needs are also affected, since insufficient time prevents their special treatment. It was considered that the maximum number of students a teacher should work with is 25. It was also noted that only a few classrooms have sufficient space. The consequences of the high number of students were deficient motivation and poor language skills development. The impacts of overcrowding are complex and multifaceted. To address the challenges posed by overcrowding and improve English language proficiency at the Luis Fernando Ruiz High School, some interventions are essential. Such as reducing class sizes optimizing the use of available technological resources, and providing additional support to teachers and students can lead to a more conducive teaching-learning environment, encouraging ultimately improved language skills and academic performance.

Keywords: CLASS SIZE, ENGLISH LANGUAGE TEACHING, OVERCROWDING.

TECHNICAL UNIVERSITY OF COTOPAXI
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TÍTULO: “Efectos de la Sobrepoblación Estudiantil en la Enseñanza del Idioma Inglés en los Alumnos de 1er Año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa Luis Fernando Ruiz”

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RESUMEN

La sobrepoblación estudiantil causa numerosas dificultades en el sistema educativo, como el aumento de los problemas de disciplina en las aulas, el retraso en el rendimiento de los alumnos con dificultades, el empeoramiento de los resultados de los exámenes estandarizados, el aumento de los niveles generales de ruido, etc. Consecuentemente, Education First English Proficiency Index [EF EPI] menciona que Ecuador tiene un bajo nivel de dominio del inglés, ubicándose en el puesto 82 de 111 países participantes. Es por ello que la presente investigación cualitativa, con un diseño descriptivo, busca identificar los efectos de la sobrepoblación en la enseñanza del idioma inglés en los estudiantes del 1er año de Gestión Administrativa de la Unidad Educativa "Luis Fernando Ruiz". Las técnicas utilizadas fueron la observación y la entrevista, siendo los instrumentos adecuados los diarios de campo y una guía de entrevista. La investigación se centró en dos apasionados profesores de inglés que compartieron sus valiosos puntos de vista sobre cómo el exceso de alumnos puede afectar a la enseñanza del inglés. Se determinó que las aulas están sobre pobladas al relacionar las percepciones de los profesores, la información de los diarios de campo y la información bibliográfica. Se encontró que el promedio de alumnos por aula en la Unidad Educativa Luis Fernando Ruiz es de entre 40 y 45 alumnos. Esto provocó que los docentes se sintieran estresados, agotados y constantemente interrumpidos durante el desarrollo de las clases debido a diversos problemas disciplinarios. Además, los alumnos con necesidades especiales también se ven afectados, puesto que la falta de tiempo impide su tratamiento especial. Se consideró que el número máximo de alumnos con los que debe trabajar un profesor es de 25. También se observó que solo unas pocas aulas disponen de espacio suficiente. Las consecuencias del elevado número de alumnos fueron la falta de motivación y el escaso desarrollo de las competencias lingüísticas. Las repercusiones del exceso de alumnos son complejas y polifacéticas. Para hacer frente a los retos que plantea el exceso de alumnos y mejorar el dominio del inglés en la Unidad Educativa Luis Fernando Ruiz, algunas intervenciones son esenciales. Por ejemplo, reducir el número de alumnos por clase, optimizar el uso de los recursos tecnológicos disponibles y proporcionar apoyo adicional a profesores y alumnos puede conducir a un entorno de enseñanza-aprendizaje más propicio, fomentando en definitiva la mejora de las competencias lingüísticas y el rendimiento académico.

Palabras clave: NÚMERO DE ALUMNOS POR CLASE, ENSEÑANZA DEL INGLÉS, SOBREPoblación ESTUDIANTIL.

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1. GENERAL INFORMATION

Theme: Effects of Overcrowding in the English Language Teaching among the Students of the 1st Year of Administrative Management at "Luis Fernando Ruiz" High School

Starting Date: April 2023

Ending Date: August 2023

Place of Research: Unidad Educativa Luis Fernando Ruiz, Latacunga, Ecuador

Sponsoring Faculty: Extension Pujilí

Sponsoring Career: National and Foreign Language Pedagogy English

Linked Research Project: Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

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Research line of the career: Innovation in teaching and learning English as a Foreign Language

2. PROBLEM STATEMENT

Overcrowding represents one of the most significant challenges schools and teachers face worldwide. It is a combination of population increase, teacher shortage, and decreased funding, which has caused class sizes to skyrocket (Hachem, 2019). It can even be observed that natural phenomena or events contribute to the fact that the phenomenon increases and causes inconveniences in the teaching-learning process.

In the words of Meador (2019) "Teaching in an overcrowded classroom can be frustrating, overwhelming, and stressful." Unfortunately, overcrowded classrooms are becoming increasingly common. Overcrowded classrooms are a tricky for even the best teachers, and increasing class sizes is a sacrifice many schools are forced to make to keep their doors open on a tight budget.

Overcrowding causes numerous difficulties in the educational system, such as teacher shortages, increased discipline problems in classrooms, delayed achievement of struggling students, worsening standardized test scores, increased overall noise levels, and increased teacher stress, often resulting in burnout, and less access to equipment and technology (Meador, 2019).

Most of the time, English language instruction in schools does not perform as well as people would like it to in Latin America or other nations worldwide. Research on the impact of class size is inconclusive, but it is one of its main issues. It is known that the larger the group, the less chance there is for individual attention. It does not imply that students cannot learn in large groups, but it is safe to say that things tend to become more and more frenetic or more and more regimented as the group becomes larger and larger (Harmer, 2021).

Since English is one of the most widely spoken languages in the world and English proficiency is not very common in Latin America, there is a need to incorporate it into the curriculum. Speaking

English can open up more career, educational, and economic opportunities for students as well as increase access to information, commerce, and tourism (Cronquist & Fiszbein, 2017).

“Test results indicate that English proficiency in Latin America is very low. The educational system is simply not producing students with adequate levels of English proficiency”. (Cronquist & Fiszbein, 2017, p. 3)

The Education First English Proficiency Index [EF EPI] mentions that Ecuador has a low level of English proficiency, ranking 82nd out of the 111 participating countries. (Education First English Proficiency Index (EF EPI), 2022). It only demonstrates the ongoing need to improve English proficiency in Ecuador. However, barriers such as overcrowded classrooms affect the education standards and do not allow us to eradicate the low level of English proficiency among students. Ministerio de Educación del Ecuador (2016), states that... a maximum of one teacher will be assigned for every twenty-five (25) students enrolled. However, the reality is totally different, given that the common thing is to find classrooms with around 40 students, bringing to light student overpopulation.

En el caso de necesidades educativas especiales, la relación será de: hasta un docente fiscal por cada quince (15) estudiantes matriculados con discapacidad sensorial (auditiva y visual); hasta un docente fiscal por cada diez (10) estudiantes matriculados con discapacidad intelectual, física o motora; hasta un docente fiscal por cada ocho (8) estudiantes matriculados con autismo y multidiscapacidad. (Ministerio de Educación del Ecuador, 2016, p. 2). [In the case of special educational needs, the ratio will be: up to one fiscal teacher for every fifteen (15) students enrolled with sensory disability (hearing and visual); up to one fiscal teacher for every ten (10) students enrolled with intellectual, physical or motor disability; up to one fiscal teacher for every eight (8) students enrolled with autism and multidisability].

Student overcrowding significantly affects both the teaching and learning process. Some challenges faced by the educational community are low academic performance, disciplinary issues, poor learning assessment and feedback, low student participation, deficient motivation, limited personalization of education, and shortage of time and training resources.

Similarly, difficulties have been identified related to the overcrowding of classrooms in the 1st year of Administrative Management at the "Luis Fernando Ruiz" High School, through the pre-professional practices carried out by students of the Technical University of Cotopaxi. The classroom is composed of a total of 40 students, in a cramped work area that hinders the transition and therefore the effective teaching-learning process.

In overcrowded classrooms, it is almost impossible to complete a lesson plan, cover all the contents and reach the curriculum guidelines since classes are constantly interrupted by different difficulties. As there are so many students, it is a challenge to evaluate them and provide them with the necessary information at the right time. That is, answering their questions, explaining where they have made mistakes and how they can improve. Some of the difficulties teachers face in overcrowded classrooms are disciplinary problems, managing multiple behaviors, insufficient technological resources, limited time, and technological distractions.

Many times, aspects as basic as classroom size significantly influence the educational process. It should be noted that the institution's classrooms are small compared to the number of students they receive. In addition, not all students have adequate school desks, i.e., many of them are in poor condition and do not receive maintenance. Due to all these problems, the following question emerged: How does overcrowding affect the English language teaching among the students of the first-year of Administrative Management at Luis Fernando Ruiz High School? This problem could be one of the main threats to achieve success in the English language proficiency and that is why the researchers have decided to search for answers to address this latent problem.

3. OBJECTIVES

3.1 General objective:

To identify the effects of overcrowding in the English Language Teaching among the Students of the 1st year of Administrative Management at "Luis Fernando Ruiz" High School.

3.2 Specific Objectives:

- To determine the bibliographic information that allows establishing the theoretical foundations to address the study problem.
- To analyze the effects of overcrowding in the English language teaching among the students of the 1st year of Administrative Management at "Luis Fernando Ruiz" High School, according to teachers' perceptions.
- To define the main findings and results of the data on the effects of overcrowding on English language teaching.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific Objective	Activities	Verification Means
To determine the bibliographic information that allows establishing the theoretical foundations to address the study problem.	Bibliographic research.	Theoretical framework
To analyze the effects of overcrowding on English teaching according to teachers' perceptions.	Design and apply the data collection instruments through the use of field diaries and teachers' interviews	Field diary. Teachers' interviews. Teachers' interview transcriptions.
To define the main findings and results of the data on the effects of overcrowding on English language teaching.	Analyze and discuss the information found.	Analysis and discussion of results

5. JUSTIFICATION

Astorga et al. (2007) states

that “la calidad de la educación en tanto derecho fundamental, además de ser eficaz y eficiente, debe respetar los derechos de todas las personas, ser relevante, pertinente y equitativa. Ejercer el derecho a la educación es esencial para desarrollar la personalidad e implementar los otros derechos humanos, por lo que a nadie se le puede excluir de ella”. [The quality of education as a fundamental right, in addition to being effective and efficient, must respect the rights of all people, and be relevant, pertinent, and equitable. Exercising the right to education is essential to develop the personality and implement other human rights, so no one can be excluded from it].

In approaching the issue of education from a global perspective, it can be concluded that it is the responsibility of the government to guarantee that, throughout all stages of children's lives, they are provided with access to school, quality education and equitable treatment in educational institutions. Among these standards, one of the vital aspects is to provide a safe space in which all students are involved.

However, as Guamán mentions (2015):

“Hoy en día la educación ecuatoriana ha atravesado por nuevos retos. (...) La oferta educativa ofrece una gran cantidad de recursos, pero todos ellos no son suficientes, cada aula se enfrenta a un gran número de alumnos por clase, casi 37 estudiantes. Los expertos consideran que es una limitación a la hora de enseñar, pero el gobierno no hace nada para cambiar esto”. [Today, Ecuadorian education has faced new challenges. (...) The educational offer offers a lot of resources, but all of them are not enough, each classroom is facing a large number of students per class, almost 37 students. Experts consider that it is a limitation when it comes to teaching, but the government does nothing to change that].

In Ecuador, the field of education, and in particular English language teaching, has witnessed a significant increase in classroom and learning environment overcrowding in recent years. The purpose of the research is to comprehensively examine the multifaceted impact of that phenomenon on English language teaching, as this problem causes teachers to often struggle to provide individualized support, manage diverse learning needs, and maintain a positive classroom environment when faced with large classes. By understanding the effects of crowding on educators' well-being, the present research can lead to better support systems and strategies that improve both teaching and learning.

To contribute valuable information, the present research had as its object of study two English teachers of the 1st year of Administrative Management at the "Luis Fernando Ruiz" High School, using a qualitative approach, combining with a descriptive design with the purpose of obtaining information to describe a specific situation. The data collection techniques were observation and interview, being the field diaries and an interview guide the appropriate instruments.

The research on the effects of overcrowding in English teaching environments among 1st year Administrative Management students at Luis Fernando Ruiz High School is not just an academic exercise; it is a proactive step towards improving the educational quality for all students. Based on information gathered from two teachers who have years of experience working at the institution, including serving on the institution's administrative staff, the research has the potential to transform the way English is taught and learned, fostering an environment that prioritizes growth, well-being, and future success, increasing the likelihood of meeting quality standards significantly.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Earlier research by Blatchford and Russell (2020) aimed to draw on complementary data sources to provide a detailed, comprehensive, and informative analysis of how the size of classes affects teaching. A total of 486 questionnaires (TQs) were sent to teachers: 206 in Year 4 (8–9-year-old), 184 in Year 5 (9–10-year-old), and 96 in Year 6 (10–11-year-old).

For each of these three primary school years, one of the questions asked teachers to comment on whether the number of children in their class had affected their scholar that year and, if so, how it had done so. Presenting findings on class size and teaching, the researchers first examined teachers' experiences and opinions on how class size has affected instruction; second, the investigators focused on systematic observations, teacher-student interactions; and, third, examined the results of detailed findings from classes of different sizes.

For the questionnaire analysis, a sample of teachers' responses was used to develop a coding framework applicable to the three school years. In the analysis below, all quotations were classified into key categories ("codes"). A teacher's response could result in several codes. These categories of codes referred to the effects of both small and large classes; for example, large classes presented problems, but small classes had advantages when it came to maximizing individual attention to students.

In Tejada's (2019) research, the main objective was to analyze the attitude presented by teachers toward the overcrowding of students in EFL classrooms at the high school level. The object of the study was the students and teachers of the Sofía Mercedes Polanco school, "Maizal", with a population of 42 students and 1 English teacher, in the Valverde province.

The method used in the following field of research is the deductive method. That research has a non-experimental design of descriptive exploratory and descriptive-explanatory types. The techniques applied to teachers and students of secondary school Sofia Mercedes Polanco, "Maizal", Valverde Province were the interview and the observation. The instruments used were an observation, and the other was a questionnaire that was administered to English teachers and students to gather information about the situation, which took place during the months August-December of the year 2018-2019.

In accordance to the main conclusions of the research, overcrowding is one of the most serious issues we are currently experiencing, since it is a significant factor in the development and learning of our students. The obstacle mainly affects students who wish to excel and those who have deficient learning, since they need a more personalized treatment to achieve their optimal development. The greatest difficulties faced by language teachers when developing classes involve insufficient concentration on the part of the student, confusion about the content and poor academic performance.

As demonstrated by Muñoz and Díaz (2018), in which their main objective is to describe the relationship between student overcrowding with the learning of English language level A2 of the students of the first-semester course "A" of the Pedagogy Career of National and Foreign Languages mention English of the Faculty of Philosophy, Letters and Education Sciences of the Central University of Ecuador in the academic year April-August 2018. The population is 39 college students.

The research is aligned with the qualitative approach, descriptive in nature and at a correlational level. The techniques and instruments used were the interviews and the questionnaire. The classroom is overcrowded, as 39 students constitute a very high number of students.

Consequently, overcrowding in the classroom is a trouble that affects the educational process of the students. The results obtained by the students in the KET test reflect a negative relationship between student overcrowding and English language learning.

The previously mentioned researches share similarities in relation to the object of study, that is, in relation to student overcrowding and/or English language teaching. The present research was elaborated with the purpose of identifying the effects of student overcrowding in English language teaching at the Luis Fernando Ruiz High School. The importance of the research lies in mitigating the negative effects on the English language teaching, verifying that the educational processes maintain the quality standards, and establishing the basis for future research that will guarantee a quality education.

6.2 Theoretical Framework

ENGLISH AROUND THE WORLD

There is no doubt that English has become an indispensable language in today's connected world. Its importance lies in its ability to facilitate effective communication, connecting people across borders and opening up endless opportunities in education, career advancement, cultural exchange, and technological innovation. Proficiency in English enables individuals to become global citizens, contributing to a more inclusive, collaborative, and prosperous world.

As Riyaz Ahmad (2016) mentions “English is an acknowledged passport to better education and employment opportunities. The English language plays a crucial role to weave the world into a single thread. English has a status as a second language in almost all countries where it is not the first language”

The pillars of language acquisition and proficiency are listening, speaking, reading, and writing skills. In line with Sharma & Puri (2021), “These are the four potentialities that authorize a person to assimilate, construct and make use of the language in a meaningful social conversation”.

1. Listening involves understanding spoken English in various contexts, such as conversations, lectures, or presentations. By improving listening skills, learners can comprehend different accents, vocabulary, grammar structures, and intonation patterns. Effective listening enables individuals to respond appropriately in conversations, follow instructions, and grasp the overall meaning of spoken language.
2. Speaking involves the production of sounds, words, and sentences in a coherent and meaningful way. Proficiency in speaking English is essential for effective communication, whether in social interactions, professional settings, or academic environments.
3. Reading involves the comprehension of written texts in English. It is a skill that allows learners to gather information, broaden their knowledge, and explore different perspectives. By reading a wide range of materials such as books, articles, newspapers, and online content, individuals can improve their vocabulary, grammar, and critical thinking abilities. Reading also enhances cultural understanding, exposes learners to different writing styles, and helps them become more effective communicators in both spoken and written English.
4. Writing is the skill of expressing thoughts, ideas, and information in written form. It plays a crucial role in academic, professional, and personal contexts. Writing skills encompass various aspects, including grammar, vocabulary, organization, coherence, and creativity.

TEACHING ENGLISH

As mentioned above, in today's interconnected world, the English language has become increasingly important in global communication, professional development, and cultural exchange. As a result, English language teaching has been implemented in most countries' curricula, enabling innovative approaches and digital tools to engage students, foster active engagement, and personalize the learning experience. The idea explores using technology, interactive platforms, and holistic approaches to improve English language teaching today.

From the standpoint of Guldora (2021), higher education instruction in English in non-English-speaking countries has become a reality in several countries and contexts. The policy towards the adoption of English as the language of the medium of instruction (EMI) has led to a situation in which students are faced with the need of coping with learning new content in a language different from their mother tongue and teaching staff need to deliver their courses in English, which is not their first language in many cases.

As claimed by VOA Learning English (2020), the 2020 EF English Proficiency Index (EPI) reports that the results of the proficiency tests of 26 countries have improved significantly, or greatly, while only 7 countries recorded large declines. To contrast, the Netherlands has the highest level of English proficiency, while Tajikistan has the lowest.

When it concerns Latin America, English language instruction in schools generally does not work as well as people expect. In the opinion of Davies (2021), the main reasons for the poor level of achievement in English classes are:

1. The number of hours designated for language instruction is inefficient.
2. Class size, since the larger the group, the less chance there is for individual attention.
3. Teachers are not experienced and their language skills are not up to standard.

4. The low economy is another reason that can affect education.
5. No motivation on the part of the students to achieve a meaningful education.
6. The attitude of others (parents, teachers, school principal, friends, etc.) influences the student's attitude towards learning foreign languages.

Based on the results of the research, Ecuador had a setback in English proficiency, going from 37th place out of 44 participating countries in 2011 to 80th place out of 111 participating countries in 2022 (*El ranking mundial más grande según su dominio del inglés*, 2022). Cáneppa et al. (2018) state that, being a country where English was not considered relevant to the learning of citizens, the teaching process began very early as an elective subject with one hour per week, through the Teaching and Learning process there have been numerous changes in methodology, training programs, agreements with other countries such as Great Britain and the USA that have helped in the acquisition of a high level of competence in public education.

TEACHING METHODS AND APPROACHES

Over the years, teaching methods and approaches have encompassed a wide range of strategies and techniques employed by educators to facilitate English language instruction. Such methods and approaches aim to serve as frameworks that guide the instructional process and are intended to engage learners, promote comprehension, and improve knowledge retention.

To analyze and contrast different teaching methods, there are summarized concepts of Grammar Translate Method [GTM], Audio-lingual Method, Communicative Language Teaching [CLT], Content and Language Integrated Learning [CLIL], Task-Based Learning [TBL], and Learner-Centered Approach.

Grammar Translate Method [GTM]

Stated by Vergara & Cuentas (2015), John Amos Comenius (1592-1670) can be considered the originator of GTM model. His approach revolves around the concept of pansophy, which refers to the fact that each level of understanding should encompass a complete collection of knowledge, which serves as a basis for further exploration. The process of intellectual development must begin by imparting the fundamental principles that are essential for acquiring universal knowledge.

The present approach seeks to cultivate in children and young individuals a mindset characterized by submissiveness, obedience, and conformity. To achieve the objective, two methods are employed: instructional or chronological sequencing for content arrangement and organization. With those, the contents are structured in a predetermined order, ensuring that new material is introduced only after the preceding content has been taught and learned.

Teacher role

The teacher is an authoritative figure who not only possesses the highest level of knowledge but also holds the ultimate power to decide when, what, and how to teach. As the primary authority, the teacher is entrusted with complete expertise and the final say in educational matters.

Student role

The learner is a passive cognitive participant in the process, expected to learn each lesson diligently and accurately. In other words, he functions as a recipient, acquiring knowledge through listening, observation, or repetition, and is responsible for his learning.

Audio-lingual Method

Oral skills are the main focus of the Audio-Lingual method. Its goal is to improve students' oral performance. For students to learn language skills effectively, language items are presented to them in spoken form without reference to their mother tongue. By teaching vocabulary and grammatical structures through dialogues, the Audio-Lingual method aims to give students the ability to respond verbally and accurately. The dialogues are practiced repeatedly, and drills like repetition, backward build-up, chain, substitution, and question-and-answer are carried out based on the dialogue's patterns (Larsen-Freeman, 2000, p.45 as cited in Mart, 2013, p. 64).

The process of listening involves four steps which are hearing, understanding, evaluating, and responding. Greene and Petty, 1971 as cited in Eshankulovna & Jamshidovna (2021), affirm that:

1. Hearing- it deals with a series of sounds that involves words and sentences.
2. Understanding- it means that the meaning of those words and sentences is understood.
3. Evaluating- it means that the meaning gained is evaluated the total communication is accepted or rejected.
4. Responding- a response is made to what is heard by further thought, bodily movement, facial expression, or audible reaction.

These has been one of the most accepted methods since it encourages students to speak, that is, to interact and use language, which helps develop communication skills.

Communicative Language Teaching [CLT]

The communicative approach to language teaching is based on a theory of language as communication (Richards & Rodgers, 2001). The purpose of language teaching is to foster what Hymes (1972) called "communicative competence" (p. 281). That is one of the most accepted methods or approaches lately since it does not focus only on grammar and structure, but rather encompasses all aspects that teaching and learning a language encompasses.

Communicative competence is thus viewed by Hymes as the interaction of grammatical (what is formally possible), psycholinguistic (what is feasible in terms of human information processing), sociocultural (what is the social meaning or value of a given utterance), and probabilistic (what actually occurs) systems of competence (Canale & Swain, 1980, p. 16).

CLT principles

The main goal of Communicative Language Teaching is for learners to develop communicative competence is the ability to interpret and enact appropriate social behaviors, which requires the learner's active participation in the production of the target language (Richards & Rodgers, 2001). Doughty and Long (2003), define a series of principles that can be used as a guideline for implementing CLT.

- Promoting learning by doing refers to how new knowledge can be better retained in long-term memory if it is tied to real-world events and activities.

- Promoting cooperative and collaborative learning by pairing or grouping students so that they can work cooperatively on a task. That practice promotes communicative interaction in the target language.
- A focus-on-form approach emphasizes a form-meaning connection, teaching grammar through communicative contexts. (p.19).

Content and Language Integrated Learning [CLIL]

The CLIL approach

March affirms that CLIL is an approach in which a foreign language is employed as a tool. It is applied as a medium in the teaching and learning of non-language subjects in which language and subject play a joint role (as cited in Cambridge Assessment English, 2019) In other words, the subject content is taught using a second language (in that case, English). These subjects can be art, history, science, etc.

The 4Cs principles

Among the main CLIL frameworks, it is worth mentioning Coyle's 4 Cs (Cambridge Assessment English, 2019 & Coyle et al., n.d.).

- Content: activation of previous knowledge, useful to relate what they have learned with what they already know.
- Communication (the “language” as an expression of content, thoughts, and intentions)
- Culture: Culture is about history, traditions, holidays, music, food, language, religion, beliefs, art, and so on. It is also community and citizenship.

- Cognition: Cognition refers to the critical thinking skills students use to understand course content, solve problems, and make sense of their learning.
- These four principles are central to the CLIL approach. They should be used as a framework for creating and delivering successful lessons.

Task-Based Learning [TBL]

Task-based learning is a pedagogical approach that basically organizes the learning process around real-world tasks or projects. Rather than focusing exclusively on traditional subject-based learning, task-based learning aims to integrate academic content and skills into practical applications that reflect real-world situations and challenges. As claimed by Ellis (2003), “One of the attractions of a task-based approach is that it appears to blur the traditional distinction between syllabus, i.e. a statement of what is to be taught, and methodology, i.e. a statement of how to teach”.

TBL places an emphasis on actively engaging students in authentic tasks that reflect real-life situations. These tasks are designed to be challenging, relevant, and applicable to the learners' lives, encouraging them to develop problem-solving skills, critical thinking, and practical knowledge.

From the point of view of Weller (2021), Task-based learning allows students to engage and use English. That, combined with the collaborative element, builds confidence in language and social situations. It has also been shown to be consistent with how people learn language. Task-based learning is a three-stage structure:

1. Pre-Task: the teacher presents the assignment to the students and ignites their enthusiasm for it. Once they are actively involved, the teacher can establish expectations for the task.
2. Task: the teacher observes and monitors, offering hints only when students encounter difficulties. When designing the task, it is essential to incorporate a 'gap' of some kind, allowing room for creativity and problem-solving.
3. Review: the primary objective in that stage is to focus on accuracy, as students reflect on their completed work and engage in analysis

Learner-Centered Approach

As Lawless (2019) mentions, “A learner-centered approach views learners as active agents. They bring their knowledge, experiences, education, and ideas – and that impacts how they take on board new information and learn”

In the present approach, emphasis is placed on the learner's needs, abilities, and interests. Although both are necessary, the focus is on the learner's authentic difficulties rather than on a structured analysis of curriculum content.

The first component of student-centered course design is learning outcomes, that must be complemented by constructive alignment, which means that the student constructs his or her learning through relevant activities.

The methods used in the learning-center approach

- **Active learning**, in which the student performs tasks.
- **Cooperative learning**, in which students work in teams to ensure both interdependence and individual responsibility.

- **Inductive teaching and learning**, in which students are presented with challenges.

TEACHING-LEARNING FRAMEWORKS

The teaching-learning frameworks encompasses a wide range of elements, such as the subjects or disciplines to be taught, the depth and complexity of the topics, the learning resources and materials to be utilized, the methods of assessment and evaluation, and the overall learning environment. It takes into account the developmental needs, interests, and abilities of the learners, aiming to foster their intellectual, emotional, social, and physical growth.

On the authority of Lunenburg (2011), “There are many conceptions and definitions of the curriculum: as content, as learning experiences, as behavioral objectives, as a plan for instruction, and as a nontechnical approach”

Types of frameworks

Presentation, Practice, and Production [PPP] framework

It is a systematic method that language teachers use to introduce new language concepts, facilitate practice, and encourage learners to produce language independently.

Presentation, Practice, and Production [PPP] is a paradigm or model used to describe the typical stages of a new language presentation. **Personal Development Planning [PDP]** is to enhance the ability of individuals to understand what and how they are learning and to review, plan and take responsibility for their learning.

Encounter, Clarify, Remember, Internalize, and Fluency [ECRIF] framework

As mentioned by Tosuncuoglu (2017) **ECRIF** method is a way of looking at how people learn, and prescribing what teachers should or should not do, the goal of the framework is to provide a tool that teachers can use to view student activities and content from the perspective of student learning.

ECRIF can be used in the following steps: 1. to plan lessons and adapt course book materials (reflecting for action) 2. to assess where students are in their learning process during a lesson (reflecting in action) 3. to reflect on student learning after a lesson (reflecting in action) (Tosuncuoglu, 2017).

The main idea of the ECRIF framework is to focus on the learning process and enable teachers to find out which activities best help students learn. ECRIF is an acronym that represents five words: Encounter, Clarify, Remember, Internalize, and Fluency. The following is a brief description of the focus of each stage, based on the ideas of Briones & Carabajo (2022).

- **Encounter:** The encounter phase of learning is the first time the learner encounters new material or information. It is the presentation, in that case, of the new language to be learned.
- **Clarify:** Clarification is something that occurs within the learner when the learner can determine. Of course, teachers help to clarify and to check or evaluate the learners' understanding of the material.
- **Remember:** the following phase is used to memorize new material, as it is usually characterized by repetition, coaching, and referral to supporting materials through models or prompts.

- **Internalize:** When a learner internalizes the material, he or she transfers it to long-term memory. That is, learners need continued practice to help internalize the new language or information.
- **Fluency:** At the present stage of learning, learners use the new material and information fluently, by their current understanding and internalized understanding of the material (Briones & Carabajo, 2022).

EDUCATIONAL QUALITY

The Ministerio de Educación (2012) claimed, educational quality standards are descriptions of the desired results corresponding to the various educational system actors and institutions. In that sense, they are public guidelines that outline the educational objectives necessary to obtain a quality education.

In other words, educational quality refers to the overall effectiveness and excellence of an educational system, institution, or program in fostering meaningful learning. In order to achieve the desired educational results, it is necessary that the services offered are adequate and that the actors involved are committed to achieving the aim.

What are educational quality standards for?

Educational quality standards are constituted as benchmarks or guidelines to ensure that education meets a set of defined criteria and expectations. These standards are designed to promote consistency, effectiveness, and accountability within educational systems, institutions, and programs.

Standards proposed by the Ministry of Education

- On the authority of the Reforma al Acuerdo Ministerial (2016), the assignment of fiscal teachers shall be made in relation to the student population assisted. In the case of the fiscal commissioned institutions, a maximum of one teacher will be assigned for every twenty-five (25) enrolled students; in the case of special educational needs, the ratio will be up to one fiscal teacher for every fifteen (15) enrolled students with sensory disabilities; up to one fiscal teacher for every ten (10) students enrolled with intellectual, physical or motor disabilities, and up to one fiscal teacher for every eight (8) students enrolled with autism and multi disability.
- A professional teacher evidences mastery of the area he/she teaches and other characteristics that strengthen his/her performance, including the use of varied pedagogy, continuous updating, adequate relationships with students and parents, and professional ethics, among others. Ministerio de Educación (2012)
- The educational institution has a responsibility to ensure that the "school building" meets certain criteria, including safety, comfort, habitability, and appropriate dimensions. These factors are essential for the comprehensive planning and architectural program of the academic unit.

Depending on the number of students per academic session, the institution must comply with:

Table 1: Table about the standards based on national and international technical standards for educational infrastructure.

Block	Capacity	Gross Area	Useful Area	Regulations
Classroom	35	72,00	64,00	Min. 1.20 m2 Max. 1.80 m2
Initial education classrooms	25	72,00	64,00	Min. 1.20 m2 Max. 1.80 m2

Note: Adapted from “Estándares de calidad educativa: Aprendizaje, Gestión Escolar, Desempeño Profesional e Infraestructura Ministerio de Educación” by Ministerio de Educación, 2012, p. 54.

DIFFICULTIES IN TEACHING ENGLISH LANGUAGE

From elementary school to college, there are numerous obstacles in the way of English language teaching. One of the biggest challenges in teaching foreign languages is overcrowding in the classrooms. Classroom management and achieving language learning goals become challenging in crowded classes. Another issue with teaching languages is not having enough weekly class time.

Students perform better when the teacher can regularly provide individual or small-team instruction. It is more difficult to complete that with larger class size. Everyone receives knowledge from a teacher. Each student internalizes the foreign language in his or her way through the teacher's explanations. It can be difficult to design an interaction that is large enough for all learners in a class because there are so many of them (Makielski, 2018 as cited in Küçükler & Kodal, 2019).

Challenges such as monitoring attendance, checking homework, maintaining control, checking comprehension, and many more are typical issues that concern language teachers involved in teaching large classes. Several scientists agree on the dilemmas associated with the formation of overcrowded classes. Large classes are considered to be common trouble that include the physical environment associated with the classroom, the management issue, the involvement of students in the learning process, the difficulties in assessing students' knowledge and feedback, as well as the issue of teaching resources (Makielski, 2018 as cited in Küçükler & Kodal, 2019).

OVERCROWDING

On the report of Cambridge University Press & Assessment (2023), overcrowding is defined as “a situation when a place contains too many people or things”. In general, overcrowding refers to too many of something or someone.

Similarly, the National Center for Education Statistics (NCES, 2000), states in the education context that “Overcrowding occurs when the number of students enrolled in the school is larger than the number of students the school is designed to accommodate”. The increase in population is one of the principal causes of overcrowded classrooms. Likewise, since the accommodation is not adequate to receive the maximum amount established, that could seriously affect the standards of education.

Impacts of overcrowding on teachers and students

Overcrowded classes can lead to decreased motivation for learning, an absence of personalized instruction, and increased disciplinary problems among students. Overcrowding can also lead to a deficit of resources for teachers and students, as well as shortages of teaching materials and equipment. (Jess, 2023).

In overcrowded classrooms, teachers cannot give students their full attention due to the noisy environment. Overcrowded classrooms can lead to fighting, pushing, shoving, teasing, and hitting, which can have a negative impact on discipline. It is difficult for teachers to cope with these situations in the classroom. Teachers must manage multiple behaviors at once while still trying to maintain order within the classroom environment which reduces time in the teaching and learning process and can impact student learning outcomes (Imtiaz, 2014).

The previous factors can lead to poorer academic performance when compared with those who attend smaller classes which provide more individualized attention for each student. Furthermore, the deficit of resources available often leads teachers to feel overwhelmed by having too much responsibility over too few resources which can result in burnout or even job dissatisfaction.

National Council of Teachers of English Guidelines mentions in Raizen (n.d.) that “Classes larger than 25 do not give students and teachers the opportunity to engage literary texts through questions, discussion, and writing.” Similarly, The Intersegmental Committee of Academic Senates (ICAS as cited in Raizen, n.d.), representing the faculty of the University of California, affirms “Given the intensive interactions demanded by second language learning, institutions at all three systems should maintain a normal foreign language class size of no more than twenty five students”.

Thus, considering these declarations, it can be strongly supported that the excess of students in English classrooms leads to negative effects on their academic performance. In addition, crowded classrooms may prevent effective teaching strategies such as small group work or one-on-one instruction from being implemented effectively by educators.

At the same time, crowded classrooms also create physical health issues such as poor air circulation leading to respiratory problems or inadequate seating space resulting in musculoskeletal pain. It has direct implications not only for student outcomes but also for their overall well-being (Shah & Muhammad, 2012).

Causes and consequences of overcrowding at schools

There are many reasons why schools are overcrowded. One significant reason is the rapid growth of the population. The population growth has led to a surge in the number of students enrolled in schools, creating overcrowding in some areas. It means that more students require more classrooms, staff, and resources. Overcrowded classrooms are also a common phenomenon due to teacher shortages, increased enrollment, and funding cuts. (Jess, 2023).

Another factor is the unavailability of space in many cities in the country. With population growth, it is difficult to find sufficient land to build new schools. Other factors include immigration and the rising cost of housing. In addition, with the redistribution of some classes, some schools may become overcrowded due to overcrowding in other schools. As a result, school overcrowding is a major challenge in many locations of the country (Jess, 2023).

In conclusion, overcrowding of students can negatively impact the teaching process. That issue can be caused by various factors, including population growth, migration patterns, and a shortage of facilities and resources. To address the issue, it is essential to invest in more school facilities, reduce class sizes, and ensure that socio-economically disadvantaged students have access to the same educational opportunities as their peers. By doing so, it is guaranteed that all students receive a quality education, regardless of the size of their classrooms.

Overcrowding has numerous negative consequences on students' academic, socio-emotional, and physical well-being. A report by High School Cube mentions that large class sizes and overcrowding can cause stress on both teachers and students, which can negatively affect academic outcomes and relationships with teachers (Jess, 2023). Furthermore, overcrowding can negatively affect the teaching process and can lead to a decrease in student engagement, teacher satisfaction, and academic achievement. Nowadays it is very common that more than 200

assignments/tasks/activities/homework/test are sent home to be graded and interpreted by teachers, which is an impossible number. Teachers are asked to grade and give feedback on an impossible number. Overworked teachers can find it extremely difficult to provide the support students need.

Solutions for overcrowding at schools

Fortunately, several strategies can be implemented to combat the problem, such as reducing class sizes by reallocating budgets to hiring additional staff, increasing access to technological tools that help facilitate instruction across grade level divisions, such as virtual tutoring programs and online platforms that help distribute assignments effectively, while improving communication between parents and school staff.

Meador (2019), also proposes some solutions:

- Create energetic and engaging lessons: Each lesson should be engaging, energetic, and fun. Lessons should be fast-paced, unique, and filled with attention-getting elements.
- Tutor struggling students who need more time after school: There is not enough time to give struggling students the individual time they need. Tutoring these students two or three times a week after class gives them a better chance of succeeding.
- Assign seating and rotate when necessary: With a large class, teachers need to be structured, and that starts with strategically placed seating assignments.
- Understand that the dynamics in an overcrowded class will be different: Teachers have no control over the number of students in their classes, so they can't afford to stress over things that are out of their control.

In conclusion, overcrowded classrooms pose serious risks not only for students' well-being but also for their academic success; however, there exist various ways that might address that

challenge through improved infrastructure investments, implementation of innovative technologies like remote learning platforms, being more strategic in classroom management and organizing with principals to be able to offer classes after the school schedule. These measures are expected to help ensure that all children receive a quality education, regardless of where they live.

Overcrowding and English language teaching and learning

Overcrowded classrooms have significant implications for English language teaching and learning. The following section explores the effects of overcrowding on the teaching and acquisition of the English language, focusing on the challenges faced by both teachers and students.

Reduced individual attention and interaction

Overcrowding limits the ability of English language teachers to provide individual attention and interact effectively with students, impacting language learning outcomes.

As maintained by Smith (2018), "In overcrowded classrooms, teachers find it challenging to provide personalized feedback and address the specific needs of each English language learner" (p. 45). The limited opportunity for one-on-one interaction restricts the provision of targeted language support and inhibits the development of individual language skills.

Limited speaking and listening practice

Effective language learning, particularly in English, relies heavily on practice in speaking and listening skills. Overcrowding can hinder opportunities for students to engage in meaningful language practice.

Brown & Lee (2019) state, "In overcrowded English language classrooms, students have fewer chances to actively participate in conversations and engage in authentic communicative tasks" (p. 82). Reduced speaking and listening practice inhibit the development of oral proficiency and authentic language use.

Impaired classroom dynamics and collaboration

Overcrowding affects classroom dynamics, making it difficult for English language teachers to create a conducive learning environment and promote collaborative activities.

Jones & Wang (2020) highlight that "overcrowded classrooms often lead to increased noise levels, distractions, and limited space for group work and pair activities, negatively impacting language learning experiences" (p. 127). Limited opportunities for collaborative learning hinder the development of interpersonal and communication skills crucial for English language acquisition.

Strained resource allocation and access

Overcrowding in English language classrooms can result in inadequate resources, limiting students' access to learning materials, technology, and language support.

Smith (2018) notes, "Overcrowding often stretches resources thin, making it challenging for English language teachers to provide appropriate instructional materials and technology access for effective language learning" (p. 50). Insufficient resources impede the implementation of varied teaching strategies and hinder students' exposure to authentic language resources.

Impact on language teacher effectiveness and job satisfaction

Overcrowded classrooms pose challenges for English language teachers, affecting their effectiveness and overall job satisfaction. As stated by Johnson (2021), "Teachers in overcrowded English language classrooms face increased stress, larger workloads, and limited time for individualized instruction, which can lead to burnout and reduced job satisfaction" (p. 72). The strain caused by overcrowding compromises the language instruction and the teacher's ability to meet the diverse needs of learners.

Overcrowded classrooms have detrimental effects on English language teaching and learning. The limited individual attention, reduced speaking and listening practice, impaired classroom dynamics, resource constraints, and impact on teacher effectiveness all hinder the acquisition and development of English language skills. Addressing overcrowding through appropriate classroom management strategies, reducing student-teacher ratios, and increasing resource allocation can enhance English language learning experiences and outcomes.

7. METHODOLOGY

7.1. Research approach

The present research is based on a qualitative approach, which is a method that consists of collecting and analyzing non-numerical data to understand concepts and opinions.

As stated by Rodriquez (2022):

Qualitative research is a type of social research that aims to provide in-depth understanding of social phenomena. It employs the researcher's expertise in the context or setting being studied, and typically relies on qualitative data such as interviews, focus groups, and observations.

The qualitative approach made it possible to collect and analyze the expertise of the teachers investigated at Luis Fernando Ruiz High School. To develop the present approach, some techniques, and instruments were necessary to collect, analyze, and share the most significant information.

7.2 Research design

From the point of view of McCombes (2023):

Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. It is useful when not much is known yet about the topic or problem. Before you can research why something happens, you need to understand how, when and where it happens.

The descriptive design was perfectly aligned with the present research since its objective is to identify the effects of student overcrowding in the English language teaching of the first-year students of Administrative Management at the Luis Fernando Ruiz High School.

7.3 Population

The population studied was the two English teachers of the first year of Administrative Management, morning session, at Luis Fernando Ruiz High School. Located in the city of Latacunga, Cotopaxi, Ecuador.

7.4 Data collection techniques

The techniques used for data collection were observation and interview. The observation was applied during the English classes development and the interview was directed to the two English teachers. To apply these techniques, the following instruments were necessary.

7.5 Data collection instruments

The data collection instruments were field diaries and an interview guide. The field diaries were used to write and describe the observation of some English classes. Likewise, the interview guide, which contains thirteen (13) questions, was employed to interview the two English teachers.

8. ANALYSIS AND DISCUSSION OF RESULTS

Code	Role	Experience
Teacher 1	English Teacher and director of the English language area.	23 years working in the Luis Fernando Ruiz High School.
Teacher 2	English Teacher and vice-rector of the institution.	23 years working in the Luis Fernando Ruiz High School.

To analyze the effects of overcrowding in the English language teaching in the 1st year of Administrative Management at the "Luis Fernando Ruiz" High School, according to the teachers' perceptions, the researchers analyzed the information obtained from the interviews with the teachers and connected it with the field diaries. They also mentioned the argument or ideas of certain authors to consolidate their research.

a) Overcrowding in English classes

Yes, especially in recent years, when the merger of schools and high schools into one institution has increased the student population in our classrooms. [Sí, de manera especial en los últimos años, en los cuales a raíz de la fusión de las escuelas hacia unidades educativas se ha visto incrementado la población estudiantil en nuestras aulas.] (Teacher 1).

Yes, unfortunately, in the fiscal education system, the number of students has always been quite high. We are talking about over 40 students. Considering also that, for Technical High School, which are the groups we work with, the maximum stipulated in the law and in the Education Regulation is 35, then all the time there has been a very high number of students in each of these classes. [Sí, Lamentablemente, en el sistema educativo fiscal siempre se han mantenido numéricos estudiantes bastante altos. Estamos hablando de sobre los 40 estudiantes. Considerando además de que, para Bachillerato Técnico, que son los grupos con los que trabajamos, el máximo estipulado en la ley y en el Reglamento de Educación es de 35, entonces todo el tiempo ha existido un número muy elevado de estudiantes de cada una de estas clases.] (Teacher 2)

Students perform better when the teacher can regularly provide individual or small-team instruction. It is more difficult to complete that with larger class size. Everyone receives knowledge from a teacher. Each student internalizes the foreign language in his or her way through the teacher's explanations. It can be difficult to design an interaction that is large enough for all learners in a class because there are so many of them (Makielski, 2018 as cited in Küçükler & Kodal, 2019).

b) Average number of students in classrooms

About 40/45 students are in each classroom at our institution. [Alrededor de 40/45 estudiantes hay en cada aula de nuestra institución.] (Teacher 1 and 2)

National Council of Teachers of English Guidelines mentions in Raizen (n.d.) that “Classes larger than 25 do not give students and teachers the opportunity to engage literary texts through questions, discussion, and writing.” Similarly, The Intersegmental Committee of Academic Senates (ICAS as cited in Raizen, n.d.), representing the faculty of the University of California, affirms “Given the intensive interactions demanded by second language learning, institutions at all three systems should maintain a normal foreign language class size of no more than twenty five students”.

Thus, considering these declarations, it can be strongly supported that the excess of students in English classrooms leads to negative effects on their academic performance. In addition, crowded classrooms may prevent effective teaching strategies such as small group work or one-on-one instruction from being implemented effectively by educators.

c) Job satisfaction and classroom management issues among English teachers

I feel tired since it is very difficult to work in a group with large groups. Being able to control classroom management, discipline, or behavior control, as well as develop all the communicative skills of the English language is extremely difficult when we work with large classrooms. [Me siento cansada ya que es muy difícil trabajar en grupo con grupos grandes. Poder controlar la gestión del aula, la disciplina o el control del comportamiento, así como desarrollar todas las habilidades comunicativas de la lengua inglesa es extremadamente difícil cuando trabajamos con aulas grandes.] (Teacher 1)

Well, the high number of students will always cause certain limitations to being able to carry out the work and the development of skills. Considering also that there are students with special educational needs and they already have special treatment (...) Therefore, the number of students will continue to increase and will delay the academic work with the children. Beyond that, the number of hours was also reduced. Therefore, the objectives cannot be achieved. In the first instance, one of the main achievements of MINEDUC was to have a B2 with a student coming out of the third year of high school, but with 5 hours of class per week. Today the curriculum has decreased, we are with 3, which is also another problem, fewer hours and a larger number of students, complications that affect the teaching process. [Bueno, el número elevado de estudiantes siempre va a causar ciertas limitantes para poder ejercer el trabajo y el desarrollo de las habilidades. Considerando también de que existen estudiantes con necesidades educativas especiales y ellos tienen ya un tratamiento especial. (...) Por lo tanto, el número de estudiantes seguirá subiendo y va a retrasar el trabajo académico con los chicos. A más de eso, el número de horas también se redujeron. Por lo tanto, no se pueden lograr los objetivos. En primera instancia, una de las principales o los principales logros a conseguir por el MINEDUC era tener un B2 con un estudiante que sale de tercero bachillerato, pero con 5 horas clase semanales. Hoy el pensum bajó, estamos con 3, que también es otro problema, menos número de horas y mayor número de estudiantes, complicaciones que afectan al proceso clase.] (Teacher 2)

In overcrowded classrooms, teachers cannot give students their full attention due to the noisy environment. Overcrowded classrooms can lead to fighting, pushing, shoving, teasing, and hitting, which can have a negative impact on discipline. It is difficult for teachers to cope with these situations in the classroom. Teachers must manage multiple behaviors at once while still trying to maintain order within the classroom environment which reduces time in the teaching and learning process and can impact student learning outcomes (Imtiaz, 2014).

The previous factors can lead to poorer academic performance when compared with those who attend smaller classes which provide more individualized attention for each student. Furthermore, the deficiency of resources available often leads teachers to feel overwhelmed by having too

much responsibility over too few resources which can result in burnout or even job dissatisfaction.

d) Ideal class size

I consider the ideal number is around 25 students per classroom. [Considero que el número ideal es alrededor de 25 estudiantes por aula.] (Teacher 1)

I think the ideal number is around 35 students per classroom [Pienso que el número ideal es alrededor de 35 estudiantes por aula] (Teacher 2)

Claimed by the Reforma al Acuerdo Ministerial (2016) ... a maximum of one teacher will be assigned for every twenty-five (25) enrolled students; in the case of special educational needs, the ratio will be up to one fiscal teacher for every fifteen (15) enrolled students with sensory disabilities; up to one fiscal teacher for every ten (10) students enrolled with intellectual, physical or motor disabilities, and up to one fiscal teacher for every eight (8) students enrolled with autism and multi disability. The teachers interviewed also agreed that the ideal class size would be 25 students.

e) Quality standards in terms of adequate space required by students, according to Ministry of Education regulations.

Yes, the space that a classroom should have been 9x6, 54 m². For the most part, the institution does have the required space, that is to say, the norm exists and we are complying with it according to MINEDUC standards. [Sí, el espacio que debe tener una sala de clases es de 9x6, 54 m². En su mayoría la institución si cuenta con el espacio requerido, es decir, sí existe la norma y si la estamos cumpliendo de acuerdo a los estándares del MINEDUC.] (Teacher 1 and 2)

Educational quality standards are constituted as benchmarks or guidelines to ensure that education meets a set of defined criteria and expectations. These standards are designed to promote consistency, effectiveness, and accountability within educational systems, institutions, and programs. The educational institution has a responsibility to ensure that the "school building" meets certain criteria, including safety, comfort, habitability, and appropriate dimensions. These factors are essential for the comprehensive planning and architectural program of the academic unit.

Following these standards, classrooms must have a capacity for 35 students (except for primary education classrooms, since their normative capacity is reduced to 25). The gross area must be 72m² and 64 m² of usable area. The norm specifies that the minimum is 1.20 m² and the maximum is 1.80 m² for each student. Ministerio de Educación (2012). As the quality standards and teachers' responses were in disagreement, the field diaries were the decisive instrument. The field diary mentioned that on many occasions it was difficult to circulate among the students due to the limited space.

f) Causes of student overcrowding

Well, one of the aspects that influence the overpopulation of students is the deficit of economic resources of parents to access private schools. Nowadays we see that it is very difficult to pay a tuition or to pay a boarding fee, an enrollment fee in a private school. That is why the students who were in private schools today are enrolled in public schools and that is why the classes are very large. There is an increase in the population as a result, especially after the pandemic where the increase of students was significantly noticed. [Bueno, uno de los aspectos que influyen en la sobre población estudiantil es la falta de recursos económicos de los padres de familia para acceder a escuelas particulares. Pues hoy en día vemos de que es muy difícil el poder pagar una colegiatura o pagar una pensión, una matrícula en un establecimiento particular. Es por ello que más bien los estudiantes que estaban en las escuelas particulares hoy se matriculan en las unidades educativas fiscales y es por ello que el las clases son muy numerosas. Hay un

incremento de la población a raíz, sobre todo después de la pandemia en donde se notó significativamente el incremento de los estudiantes.] (Teacher 1)

Well, here the high school has a particularity. Approximately in 2015, when the Cotopaxi volcano erupted, the institution being a safe place where students have no problem carrying out any type of evacuation, the student population grew significantly and after 2015 we could not return to have the ideal number of students. That is particularly a factor, and the other factor is that we are linked to schools in the rural sector that do not have basic general education, so the students, being a larger institution, are linked to our campus and we complete or have that high number of young people. [Bueno, aquí el colegio tiene una particularidad. Aproximadamente en el año 2015, cuando se dio el proceso de erupción del volcán Cotopaxi, siendo esta institución un lugar seguro en donde los estudiantes no tienen inconveniente en realizar ningún tipo de evacuación, esto creció notablemente la población estudiantil y a partir del 2015 ya no pudimos retornar a tener el número ideal de estudiantes. Pasa particularmente por eso como un factor, y el otro factor es que estamos nosotros enlazados con escuelas del sector rural que no disponen de educación general básica, entonces los estudiantes, por ser una unidad educativa mayor, se enlazan con nuestro plantel y completamos o tenemos ese número elevado de jóvenes.] (Teacher 2)

In conclusion, the issue can be caused by various factors, including population growth, migration patterns, and a shortage of facilities and resources. Even natural events are causes of overcrowding, such as the eruption of the Cotopaxi Volcano in 2015, since the institution is a safe area, the student population grew significantly from the present event. To address the issue, it is essential to invest in more school facilities, increase access to technological tool, reduce class sizes, and ensure that socio-economically disadvantaged students have access to the same educational opportunities as their peers. By doing so, all students receive a quality education, regardless of the size of their classrooms.

g) Challenges teachers face as a result of overcrowded English classes

Overcrowded English classes present a variety of challenges for teachers, affecting both the process of instruction and the learning experience for students. Follow the opinion of Fatima et al. (2019):

“Overcrowded classes are a huge problem in our school and college education systems that affect students’ teachers and administration. (...) The problems included are discipline, noise, conducting evaluation, getting students attention, control the class, teachers’ voice, students questioning, and siting arrangement and obtaining full attention of the class.”

Among the biggest challenges are providing personalized attention or timely feedback to each student, since the limited time and the numerous students do not allow us to meet the needs of each student. Apart from the fact that it is difficult enough to bring students with special educational needs up to par. Although it is true that technological resources are very useful for teaching English, they are not always available, i.e., there are not enough of them and it is not safe to have them. [Entre los mayores retos se encuentran el brindar atención personalizada o el feedback oportuno para cada estudiante, dado que el limitado tiempo y los numerosos estudiantes no permiten cubrir o solventar las necesidades de cada estudiante. Además, de que ya es bastante difícil el llevar a la par a los estudiantes con necesidades educativas especiales. Si bien es cierto, los recursos tecnológicos son muy útiles para enseñar inglés, sin embargo, no siempre hay disponibilidad de los mismos, es decir, no hay suficientes y no es seguro contar con ellos.]
(Teacher 1)

As far as possible, we try to do a re-planning, logically considering the indispensable minimums and with a very responsible diagnosis. I consider that the part of the diagnosis is important because it helps us to have a starting point and, in that way, not to be governed by what the 2016

national curriculum brings. But rather to make it more flexible, as the law also protects us in the sense, to be able to make it more flexible and try to teach the students what they need, because the academic level of the children who enter the eighth grade and then the first year of high school is not ideal to obtain a B2, which is what the Ministry wants. [En lo posible tratamos de hacer un re planificación, considerando lógicamente los mínimos indispensables y también con un diagnóstico muy responsable. Yo considero que es importante esta parte del diagnóstico porque nos ayuda a nosotros tener un punto de partida y de esta forma no regirnos a lo que trae el currículum nacional 2016. Sino más bien flexibilizarlo, como también la ley sí nos ampara en el sentido, poder flexibilizarlo y tratar de enseñar a los estudiantes lo que verdaderamente necesitan, porque el nivel académico de los chicos que ingresan a octavo año posteriormente a primero de bachillerato no es el ideal como para obtener al final B2, que es lo que el Ministerio desea.] (Teacher 2)

h) Behavior management in overcrowded classrooms

It is very important the ability of the teacher, the strategies, and the methodology used by the teacher since it is important to work in groups, as well as to be able to control the discipline or the behavior of the groups. (...) In my particular case, I try to permanently monitor the class, walk through every space, and avoid sitting. [Es muy importante la habilidad del profesor, las estrategias, y la metodología utilizada por el profesor ya que es importante trabajar en grupos, así como poder controlar la disciplina o el comportamiento de los grupos. (...) En mi caso particular, intento vigilar permanentemente la clase, recorrer todos los espacios y evitar sentarme] (Teacher 1)

The teacher plays an important role here. In the classroom the teacher is the one who will impose his/her rules, the teacher is the one who will control the group and, in that way, the behavioral part of the children can be lowered a little. [Aquí juega un papel importante el docente. Y el docente en la sala de clases es quién va a imponer sus reglas, el docente es quién va a controlar el

grupo y de esa manera se puede bajar un poco la parte comportamental de los de los chicos.]
(Teacher 2)

In overcrowded classrooms, behavior management can become a major challenge for teachers. However, by taking a proactive and inclusive approach, teachers can play a crucial role in effectively managing student behavior and creating a meaningful learning environment. It is important for the teacher to analyze the behavior and individual personalities of each student in order to employ appropriate strategies to maintain a well-managed classroom from the beginning of the school year.

In agreement with Muthusamy (2015), “Teachers are required to provide the best learning experience for learners to learn. Teachers are expected to teach in classes with more than 40 learners. (...) In order for teachers to handle the challenges of overcrowded classrooms they need to employ structured lesson operative learning and group work strategies.”

i) Excess of students and motivation to learn English

Yes, there is insufficient motivation on the part of the students, sometimes we do not manage to correctly apply the techniques or the participatory methodology in the classroom. Sometimes, because the class is so large, you cannot get all 45 students to participate in that class hour and obviously they feel demotivated. [Sí, existe desmotivación por parte de los estudiantes, de pronto no logramos aplicar correctamente las técnicas o la metodología participativa en el aula. Hay veces que como la clase es tan grande, usted no logra hacer que los 45 estudiantes participen en esa hora clase y obviamente ellos se sienten desmotivados.] (Teacher 1)

Actually, the number of students, it may be that all 45 students are motivated to learn English. The important thing here is to find strategies so that the students can feel motivated by the

teaching and learning. When is a student not motivated? When we are extremely structural, or when we do not indicate to the students the importance that English will have in their future professional life. (...) The trouble will be when we cannot control the group when we cannot reach them with the right message, and, above all, teach the students what they need and what will be useful for them. Because unfortunately the contents we have in our bibliography or the contents proposed by the Ministry to work with each of the groups, are extremely broad contents that cannot be dealt with, even when we had 5 hours, let alone now that we have 3 hours. [En realidad, el número de alumnos, puede ser que los 45 estudiantes estén motivados para aprender inglés. Lo importante acá es buscar las estrategias para que los estudiantes puedan sentirse motivados por la enseñanza – aprendizaje. ¿Cuándo es que un estudiante no está motivado? Cuando somos extremadamente estructurales, o cuando no les indicamos a los jóvenes la importancia que va a tener el inglés dentro de su vida profesional futura. El problema va a radicar cuando no se puede controlar el grupo, cuando no podemos llegar a ellos con el mensaje correcto, y, sobre todo, enseñarles a los estudiantes lo que ellos necesitan y lo que les va a servir. Porque lamentablemente los contenidos que tenemos en nuestra bibliografía o los contenidos que plantea el Ministerio para trabajar con cada uno de los grupos, son contenidos extremadamente amplios que no se los puede tratar, aun cuando teníamos las 5 horas, menos ahora que se tienen 3. La parte fundamental es negociar con ellos, conversar con ellos, y trabajar en función con sus necesidades.] (Teacher 2)

The issue of an excessive number of students in a classroom can pose challenges to fostering motivation for learning English. With larger class sizes, it becomes more difficult for teachers to provide individualized attention and address the specific needs and interests of each student. However, teachers can effectively manage an excess number of students while promoting motivation and engagement in learning English by creating an interactive and technology-enhanced learning environment that encourages students to develop their language skills, actively participate, and foster an optimistic attitude towards English language learning.

As stated by Ortega et al (2019), “it was concluded that the role of the teacher and an effective language teaching methodology are key components of students’ motivation and attitudes towards successful foreign language learning”. To overcome the challenge, it is crucial to implement strategies that enhance motivation and create an effective learning environment.

j) Development of language skills in the classroom

From the point of view of Vernier et al (2008), “The four traditional language skills are essential components of integral EFL classes. (...) To be successful EFL teachers, the environment of the classroom should be made as open as possible to meaningful cultural learning”. But it is evident that due to the number of students in the classrooms, it is impossible to fulfill the development of all 4 skills with each of the students. Even if only one skill is worked on per class, the time required for each of the students to participate goes beyond the 40 minutes corresponding to the English hour.

It is impossible to work in a proper way, with large groups and obviously that is linked to the development of communication skills (...) You will have to take 3 / 4 h class to get all groups to participate and obviously that also sometimes makes us fall behind the curriculum. [Es imposible trabajar de una manera adecuada, con grupos numerosos y obviamente que va ligado con el desarrollo de las habilidades comunicativas. (...) Usted tendrá que tomar 3 / 4 h clase para lograr que participen todos los grupos y obviamente que también a veces se hace de que nos retrasemos del currículo.] (Teacher 1)

Now we are going to work for 45 minutes; that is already legislated as of the coming school year. We are working 40 minutes, which in reality is not enough to be able to permanently monitor the development of their activities. We could, or what we would consider is to try to work with the skills by weeks, I don't know, to divide the space and time that would allow us to know what is the development of the activities in each one of the children with group activities. [Ahora vamos a

trabajar 45 minutos, ya eso está legislado a partir de este próximo año lectivo. Estamos trabajando 40 minutos, que en realidad no son suficientes para poder realizar un monitoreo permanente al desarrollo de sus actividades. Nosotros podríamos, o lo que consideraríamos es tratar de trabajar con las habilidades por semanas, no sé, dividir el espacio y tiempo que nos permita conocer cuál es el desarrollo de las actividades en cada uno de los chicos con actividades grupales.] (Teacher 2)

Developing language skills in overcrowded classrooms is undoubtedly a complex challenge. While it is true that overcrowding can create obstacles, it is important to recognize that effective teaching strategies and supportive environments can contribute to the development of language skills even in such conditions. It is important to recognize that by employing innovative pedagogical techniques and utilizing available resources and fostering a growth mindset, language development can flourish. Collaboration between educators, students, administrators and policy makers is essential to creating a balanced and effective language learning experience.

k) Ideas for dealing with overpopulation problems faced in the classrooms

Meador (2019) states that teachers facing the challenge of an overcrowded classroom need to exhibit exceptional organizational skills. They must diligently prepare themselves each day, ensuring they are ready to meet the demands of their students. They must develop an efficient system through continuous experimentation, aiming to optimize the limited time available to their students.

El trabajo en equipo, formar grupos homogéneos de trabajo, de igual manera se puede apoyar en la tecnología. De pronto para hacer un speaking, los estudiantes pueden realizar un video, en vista de que en la hora clase no se alcance en su totalidad. De igual manera, las tareas del listening se puede mandar a los estudiantes a casa para que ellos escuchen, dándoles el link indicado a todos para que realicen la actividad, entonces se puede ir realizando de esa manera.

[Teamwork, forming homogeneous work groups, can also be supported by technology. In order to do a speaking, students can make a video, in view of the fact that in the class time it is not reached in its entirety. Similarly, the listening tasks can be sent to the students at home so that they can listen, giving them the link indicated to all of them to perform the activity, then it can be done in that way.] (Teacher 1)

Lo que único que nos queda como como docentes es tratar de buscar ciertos mecanismos que nos permitan llegar a los estudiantes y, sobre todo, que se apasionen por el aprendizaje del idioma inglés. [The only thing left for us as teachers is to try to find certain mechanisms that will allow us to reach the students and, above all, to make them passionate about learning English.] (Teacher 2)

Overcrowding is a complex and multifaceted problem. While there is no single solution, a comprehensive approach that includes a variety of strategies can help manage the challenges associated with overcrowding. Teachers promote the use of teamwork, homogeneous work groups, and the use of technology.

9. RESEARCH IMPACTS

The research project would have an educational and social impact since it is a possible answer to a latent problem these days. The present project shows the researchers the great importance of class size, that is, the number of students per classroom. It also allows to appreciate and obtain different perspectives, such as that if teachers work with the right number of students, the quality of education will improve significantly. Many times, the main trouble is not the wrong teaching methodology being used or that it is not working, but rather the circumstances that do not allow for its effective development.

In addition, the project could be used as a basis for understanding the relevance of the number of students in the classroom and to propose and develop new research to solve the problem. The answers or solutions to the problem could be the key to the success of English language teaching.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As has been demonstrated, obtaining accurate and comprehensive bibliographic information is crucial to establishing the theoretical foundations necessary to effectively address the effects of student overcrowding in English language teaching. By meticulously compiling the literature, researchers can build a solid theoretical framework to inform their research, allowing them to explore the multifaceted dimensions of the study problem. Ultimately, it enriches the depth and validity of the study's findings, contributing to the advancement of both theoretical understanding and practical solutions in the field of language teaching.

Considering the effects of overcrowding in the English language teaching among the students of the first year of Administrative Management at "Luis Fernando Ruiz" High School, according to teachers' perceptions. Teachers must manage multiple behaviors at once while still trying to maintain order within the classroom environment which reduces time in the teaching and learning process and can impact student learning outcomes. The previous factors can lead to poorer academic performance when compared with those who attend smaller classes which provide more individualized attention for each student. Furthermore, the limited resources available often cause teachers to feel overwhelmed by having too much responsibility and insufficient resources, which can lead to burnout or even job dissatisfaction.

As a final observation, on average, the number of students with whom the teachers at the Luis Fernando Ruiz High School work are between 40 and 45. Nevertheless, ideally, a teacher must work with twenty-five students. Additionally, based on the quality standards in terms of adequate space, most of the classrooms have insufficient space. Besides, student overcrowding can be caused by various factors, including population growth, migration patterns, and a shortage of facilities and resources. Even natural events are causes of overcrowding, such as the eruption of the Cotopaxi Volcano in 2015. Likewise, in overcrowded classrooms teachers face multiple

challenges, including discipline, assessment, individual student attention, classroom management, student questions, seating arrangements, meeting curriculum guidelines, technology resource availability, and gaining the full attention of the class. Overcrowded classrooms have an adverse effect on the development of students' language skills.

Recommendations

To address the challenges posed by overcrowding and improve English language proficiency at the Luis Fernando Ruiz High School, it is essential to implement specific interventions. These interventions may include measures to reduce class sizes, optimize the use of available technological resources, and provide additional support to both teachers and students. In addition, incorporating interactive teaching methods and encouraging greater student participation can lead to a more conducive learning environment, ultimately fostering improved language skills and academic achievement.

A key recommendation is to prioritize efforts to reduce class size in English classrooms. Smaller classes allow for personalized attention and greater interaction between teachers and students. That can improve the effectiveness of language instruction and allow teachers to better address individual learning needs.

In addition, allocating sufficient resources to provide appropriate technology tools to each classroom will improve the quality of language learning experiences. Collaboration with school administrators and is necessary to ensure the necessary funding and support for these initiatives.

Finally, hiring qualified teachers will allow the opening of extra classrooms and thus reduce class sizes and encourage personalized attention to students. The need for sufficient staffing is evident in every high school or institution, thereby enabling each student to be immersed in participation. The proposed recommendations are intended to mitigate the negative effects of overcrowding. Recognizing the importance of the problem and reducing overcrowding in classrooms improves the learning environment for both teachers and students.

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12. APPENDICES

Appendix A

Field diaries

DIARIO DE CAMPO		
Actividad	Observación, descripción y análisis del desarrollo de la clase de inglés.	Fecha: 17 de octubre del 2022.
Investigadores	Yasleidy Idrovo and Summer Granja.	
Objetivo	Identificar cómo afecta la sobrepoblación estudiantil en la enseñanza del idioma inglés de los alumnos del 1er año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa "Luis Fernando Ruiz".	
Situación	Exceso de estudiantes en el aula y resultados de aprendizaje.	
Lugar-espacio	Unidad Educativa Luis Fernando Ruiz, Latacunga.	
Técnica Aplicada	Observación.	
Personajes que intervienen	Alumnos del 1er año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa "Luis Fernando Ruiz".	
	Descripción de actividades, relaciones y situaciones sociales cotidianas	Consideraciones interpretativas con respecto al objetivo
	La hora clase tiene una duración de 40 min. Se inicia la clase tomando lista a los estudiantes y estableciendo orden y aseo en el aula, dicha actividad toma alrededor de 10 min. Seguidamente, se da apertura al contenido de la clase con un warm-up el cual toma alrededor de 7 minutos. A continuación, se realizan actividades que permiten determinar qué es lo que conoce el estudiante sobre el tema, luego se explica el tema de acuerdo a sus necesidades, tomándose alrededor de 15min. Sin embargo, dicha actividad es interrumpida por estudiantes que se encuentran conversando entre sí, realizando tareas de otras asignaturas o distrayéndose con las redes sociales y juego. A continuación, se realizan ejercicios o actividades donde los estudiantes pueden usar o aplicar lo que aprendieron, para ello se les asigna alrededor de 7 min. A pesar de promover el trabajo colaborativo, no todos los estudiantes están interesados en trabajar; algunos mencionan que no tienen el material y otros continúan con sus distracciones. No obstante, monitorear y proveer feedback con tantos estudiantes es un reto bastante lejano de alcanzar dado que la clase está a punto de terminar y también se debe asignar la tarea.	<ul style="list-style-type: none"> • Los docentes no pueden mantener el control total de los estudiantes dado que son demasiados y el tiempo no es suficiente. • Los estudiantes interrumpen el desarrollo de la clase con diferentes distracciones. • No es posible realizar una participación activa con los estudiantes dado que es imposible la interacción con todos o la mayoría. • La cantidad de estudiantes y el limitado tiempo no permiten propiciar el feedback correspondiente.
Observaciones	Los estudiantes se distraen con los celulares, su control es un poco difícil dado que es casi imposible estar explicando la clase, brindando acompañamiento a los estudiantes con necesidades especiales y procurar que todos participen. A pesar del gran esfuerzo porque todos participen, es imposible, son demasiados estudiantes y el tiempo no es suficiente.	

FIELD DIARY		
Activity	Observation, description, and analysis of the development of the English class.	Date: October 17 th , 2022.
Researchers	Yasleidy Idrovo and Summer Granja.	
Objective	To identify the effects of overcrowding in the English Language Teaching among the Students of the 1st year of Administrative Management at "Luis Fernando Ruiz" High School.	
Situation	Classroom overcrowding and learning outcomes.	
Place-space	Unidad Educativa Luis Fernando Ruiz, Latacunga.	
Applied Technique	Observation.	
Characters involved	Students of the 1st year of Administrative Management at "Luis Fernando Ruiz" High School.	
Description of everyday social activities, relationships, and situations		Interpretive considerations regarding the objective
<p>The class hour has a duration of 40 minutes. The class begins by registering attendance and establishing order and cleanliness in the classroom, the activity takes about 10 minutes. Subsequently, the content is opened with a warm-up which takes about 7 minutes. Next, activities are carried out to determine what the student knows about the topic, then the topic is explained according to their needs, taking about 15 minutes. However, the activity is interrupted by students who are talking to each other, doing homework from other subjects, or being distracted by social networks and games. That is followed by exercises or activities where students can use or apply what they learned, for which they are allotted about 7 min. Despite promoting collaborative work, not all students are interested in working; some mention that they do not have the material and others continue with their distractions. However, monitoring and providing feedback with so many students is quite a challenge to achieve given that the class is about to end and homework must also be assigned.</p>		<ul style="list-style-type: none"> • Teachers cannot maintain full control of students as there are too many and not enough time. • Students interrupt the development of the class with different distractions. • It is not possible to carry out active participation with the students since it is impossible to interact with all or the majority. • The number of students and the limited time does not allow for the corresponding feedback.
Observations	Students are distracted by cell phones, their control is a bit difficult since it is almost impossible to explain the class, provide support to students with special needs, and ensure that everyone participates. Despite the great effort of everyone to participate, it is impossible, there are too many students and not enough time.	

DIARIO DE CAMPO		
Actividad	Observación, descripción y análisis del desarrollo de la clase de inglés.	Fecha: 2 de diciembre del 2022.
Investigadores	Summer Granja and Yelena Idrovo.	
Objetivo	Identificar cómo afecta la sobrepoblación estudiantil en la enseñanza del idioma inglés de los alumnos del 1er año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa "Luis Fernando Ruiz".	
Situación	Exceso de estudiantes en el aula y resultados de aprendizaje.	
Lugar-espacio	Unidad Educativa Luis Fernando Ruiz, Latacunga.	
Técnica aplicada	Observación.	
Personajes que intervienen	Alumnos del 1er año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa "Luis Fernando Ruiz".	
Descripción de actividades, relaciones y situaciones sociales cotidianas		Consideraciones interpretativas con respecto al objetivo.
<p>La hora clase tiene una duración de 40 min. Se inicia la clase con 2 actividades de calentamiento tomando alrededor de 5 minutos para completarla, la primera actividad es de estiramiento y la segunda actividad es la realización de una lluvia de ideas. A continuación, el docente busca deducir el conocimiento previo del estudiante hacia el tema a tratar, seguidamente introduce el tema de la clase, esta actividad está prevista para realizarse en un lapso de 10 minutos. La siguiente actividad consiste en permitir que el estudiante use lo aprendido en diferentes contextos realizando una actividad en el texto en el tiempo de 10 minutos, durante el desarrollo de dicha actividad se evidencian que no todos los estudiantes poseen el libro, por lo tanto, interrumpen a los demás. Por último, el profesor provee 10 minutos para que el estudiante complete una actividad en pareja. Debido al tiempo y la cantidad de estudiantes, no es posible culminar la actividad en la hora clase.</p>		<ul style="list-style-type: none"> • Los estudiantes tardan en formar parejas y encontrar un lugar de trabajo. • Las actividades no se cumplen debido a la falta de tiempo asignada a cada una. • Es difícil mantener el comportamiento en el aula debido a que los estudiantes no colaboran con las actividades a realizar.
Observaciones	Debido a la cantidad de estudiantes en el aula, el docente no puede cumplir a cabalidad con las actividades propuestas en el plan de clase. Los estudiantes se distraen con facilidad, no llevan el material requerido, realizan otras actividades mientras el docente habla o usan dispositivos móviles, lo que dificulta que el docente controle a cada uno de los estudiantes o vigile que cada uno de ellos cumpla y trabaje con las actividades.	

FIELD DIARY		
Activity	Observation, description, and analysis of the development of the English class.	Date: December 2nd, 2022.
Researchers	Yasleidy Idrovo and Summer Granja.	
Objective	To identify the effects of overcrowding in the English Language Teaching among the Students of the 1st Year of Administrative Management at "Luis Fernando Ruiz" High School.	
Situation	Classroom overcrowding and learning outcomes.	
Place-space	Unidad Educativa Luis Fernando Ruiz, Latacunga.	
Applied Technique	Observation.	
Characters involved	Students of the 1st year of Administrative Management at "Luis Fernando Ruiz" High School.	
Description of everyday social activities, relationships, and situations		Interpretive considerations regarding the objective
<p>The class hour has a duration of 40 minutes. The class begins with two warm-up activities that take about 5 minutes to complete, the first activity is a stretching activity and the second activity is a brainstorming session. Next, the teacher seeks to deduce the student's previous knowledge of the topic to be covered, then introduces the topic of the class, the activity is scheduled to be done in a period of 10 minutes. The next activity consists of allowing the student to use what he/she has learned in different contexts by performing an activity in the text in the time of 10 minutes, during the development of such an activity it is evident that not all students have the book, therefore, they interrupt the others. Finally, the teacher provides 10 minutes for the student to complete an activity in pairs. Due to the time and the number of students, it is not possible to complete the activity during the class hour.</p>		<ul style="list-style-type: none"> • Students are slow to pair up and find a place to work. • Activities are not completed due to the insufficient time assigned to each activity. • It is difficult to maintain classroom behavior because students do not collaborate with the activities to be performed.
Observations	Due to the number of students in the classroom, the teacher cannot fully comply with the activities proposed in the lesson plan. Students are easily distracted, do not bring the required material, perform other activities while the teacher is talking or use mobile devices, which makes it difficult for the teacher to control each student or monitor that each one of them complies and works with the activities.	

DIARIO DE CAMPO		
Actividad	Observación, descripción y análisis del desarrollo de la clase de inglés.	Fecha: 6 de febrero del 2023.
Investigadores	Yasleidy Idrovo and Summer Granja.	
Objetivo	Identificar cómo afecta la sobrepoblación estudiantil en la enseñanza del idioma inglés de los alumnos del 1er año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa "Luis Fernando Ruiz".	
Situación	Exceso de estudiantes en el aula y resultados de aprendizaje.	
Lugar-espacio	Unidad Educativa Luis Fernando Ruiz, Latacunga.	
Técnica Aplicada	Observación.	
Personajes que intervienen	Alumnos del 1er año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa "Luis Fernando Ruiz".	
	Descripción de actividades, relaciones y situaciones sociales cotidianas	Consideraciones interpretativas con respecto al objetivo
	La hora clase tiene una duración de 40 min. La primera actividad a realizar como calentamiento para empezar la clase corresponde a un tiempo de 5 minutos, donde el docente saluda a los alumnos e indica la fecha y el tiempo correspondiente. A continuación, en un lapso de 10 minutos, el docente provee contexto claro a los estudiantes con respecto al tema a tratar. Como tercera etapa, en un tiempo de 10 minutos, el docente guía la oportunidad de que el estudiante demuestre el conocimiento del tema, y a continuación, el profesor lo esclarece. Por consiguiente, el docente involucra a los estudiantes a identificar diferencias y semejanzas. En un tiempo de 5 minutos, la docente incentiva al estudiante a trabajar en grupo, dicha actividad se ve interrumpida por el mal comportamiento y falta de motivación del estudiante al no encontrar un grupo adecuado para trabajar. A la final de la lección los estudiantes usan el conocimiento adquirido para realizar oraciones, esto en un intervalo de 10 minutos.	<ul style="list-style-type: none"> • El número de estudiantes imposibilita que el docente provea la retroalimentación adecuada a cada uno de ellos. • Los estudiantes se desmotivan dado que no pueden recibir comentarios personales con respecto a su desempeño en clase, permitiendo que la mayoría no trabaje.
Observaciones	El tiempo para cada etapa de la clase no es suficiente para cubrir la demanda de el número de estudiantes establecidos en el aula, es complicado identificar que cada estudiante haya entendido y trabaje de la manera indicada.	

FIELD DIARY		
Activity	Observation, description, and analysis of the development of the English class.	Date: February 6th, 2023.
Researchers	Yasleidy Idrovo and Summer Granja.	
Objective	To identify the effects of overcrowding in the English Language Teaching among the Students of the 1st Year of Administrative Management at "Luis Fernando Ruiz" High School.	
Situation	Classroom overcrowding and learning outcomes.	
Place-space	Unidad Educativa Luis Fernando Ruiz, Latacunga.	
Applied Technique	Observation.	
Characters involved	Students of the 1st year of Administrative Management at "Luis Fernando Ruiz" High School.	
Description of everyday social activities, relationships, and situations		Interpretive considerations regarding the objective
The class hour has a duration of 40 minutes. The first activity to be performed as a warm-up to start the class corresponds to a time of 5 minutes, where the teacher greets the students and indicates the date and the corresponding time. Then, in a 10-minute period, the teacher provides a clear context to the students regarding the topic to be covered. In the third stage, within 10 minutes, the teacher guides the opportunity for the student to demonstrate knowledge of the topic, followed by clarification from the teacher. Consequently, the teacher engages the students to identify differences and similarities. In a time of 5 minutes, the teacher encourages the student to work in a group, that activity is interrupted by the student's bad behavior and insufficient motivation for not finding a suitable group to work with. At the end of the lesson, the students use the acquired knowledge to make sentences, that in an interval of 10 minutes.		<ul style="list-style-type: none"> • The number of students makes it impossible for the teacher to provide adequate feedback to each student. • Students become demotivated since they cannot receive personal feedback regarding their performance in class, allowing most of them not to work.
Observations	The time for each stage of the class is not sufficient to meet the demand of the number of students in the classroom, it is complicated to identify that each student has understood and is working in the indicated way.	

Appendix B
Interview guide

Guía para la Entrevista

Datos Generales

Entrevistador: _____

Fecha de aplicación: _____

Lugar de la entrevista: _____

Nombre del entrevistado: _____

Título del Proyecto de Investigación: Efectos de la Sobrepoblación Estudiantil en la Enseñanza del Idioma Inglés en los Alumnos de 1er Año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa Luis Fernando Ruiz

Objetivo: Identificar los efectos de la sobrepoblación estudiantil en la enseñanza del idioma inglés en los alumnos del 1er año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa "Luis Fernando Ruiz".

Dirigido a: Docentes del área de inglés que imparten clases en 1ero de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa Luis Fernando Ruiz.

Tiempo aproximado de la entrevista: 25 minutos

Entrevista dirigida a docentes del área de inglés de la Unidad Educativa Luis Fernando Ruiz en referencia a la percepción del proceso de enseñanza del inglés y la masificación de estudiantes en clase.

La sobrepoblación en la Enseñanza del Inglés

1. ¿Cuánto tiempo lleva enseñando inglés en la unidad educativa "LFR"?
2. ¿Ha experimentado sobrepoblación o exceso de estudiantes en las clases de inglés?
3. En promedio, ¿cuál es el número de alumnos en sus aulas?
4. ¿Cómo se siente cuando imparte clases a numerosos estudiantes?
5. ¿Cuál considera usted que es el número ideal de alumnos por clase para desarrollar una enseñanza eficaz?
6. ¿Conoce los estándares de calidad en cuanto al espacio adecuado que requieren los alumnos según la normativa del Ministerio de Educación? ¿Aplica la unidad educativa dichos estándares de calidad?

7. ¿Cuáles considera usted que son las causas de la sobrepoblación estudiantil en las aulas más numerosas?
8. ¿Cuáles son los posibles desafíos que enfrenta como docente debido al exceso de estudiantes en las clases de inglés?
9. ¿Cómo gestiona el comportamiento de los alumnos en aulas sobrepobladas?
10. ¿Considera que el exceso de alumnos afecta a su motivación e interés por aprender inglés? ¿Por qué?
11. ¿Cómo afecta la superpoblación estudiantil al desarrollo de las habilidades lingüísticas del idioma inglés en el aula? (expresión verbal, escritura, comprensión auditiva y de lectura.)
12. ¿Qué estrategias o técnicas emplea para gestionar eficazmente las clases de inglés sobrepobladas?
13. Teniendo en cuenta que la sobrepoblación estudiantil afecta al proceso de enseñanza-aprendizaje, ¿qué recomendaría usted para superar este problema?

Observaciones:

Interview Guide

General Data

Interviewer:

Date of application:

Place of interview:

Name of interviewee:

Research Project Entitled: Effects of Overcrowding in the English Language Teaching among the Students of the 1st Year of Administrative Management at Luis Fernando Ruiz High School.

Objective: To identify the effects of overcrowding in the English Language Teaching among the Students of the 1st year of Administrative Management at "Luis Fernando Ruiz" High School.

Directed to: Teachers of the English area who teach 1st year of Administrative Management at "Luis Fernando Ruiz" High School

Approximate interview time: 25 minutes

Interview addressed to English teachers of the Luis Fernando Ruiz High School in reference to the perception of the English teaching process and the overcrowding of students in class.

Overcrowding on English Teaching

1. How long have you been teaching English at "LFR" Educative unit?
2. Have you experienced overcrowding in the English classes?
3. On average, what is the number of students in your classrooms?
4. How do you feel when teaching large or numerous classes?
5. What do you consider to be the ideal class size in terms of the number of students in order to develop an effective education?
6. Do you know the quality standards regarding the adequate space required by the students according to the Ministry of Education regulations? Does the institution apply those quality standards?
7. What do you consider to be the causes of overcrowding in most numerous classrooms?
8. What are the potential challenges you face as a teacher due to overcrowding in English classes?

9. How do you manage student behavior in a crowded classroom?
10. Do you consider that student overcrowding affects students' motivation and interest in learning English? Why?
11. How does student overcrowding affect the development of students' English language skills in the classroom?
12. What strategies or techniques do you employ to manage overcrowded English classes effectively?
13. Taking into account that overcrowding affects the learning process, what will you recommend to overcome the problem?

Observations:

Appendix C

Interview

Interview transcript Teacher 1

Investigador: Buenos días, mi estimada, mi nombre es Yasleidy Idrovo y de antemano me gustaría agradecerle por colaborar con esta entrevista. El título de nuestro proyecto es cómo afecta a la superpoblación estudiantil a la enseñanza del idioma inglés en los alumnos del primer año de bachillerato, técnico en gestión administrativa de la Unidad Educativa Luis Fernando Ruiz. La entrevista se realiza en la Unidad Educativa Luis Fernando Ruiz, con fecha 21 de junio del 2023. El objetivo de este proyecto de investigación es identificar cómo afecta a la sobrepoblación estudiantil en la enseñanza del idioma inglés en los alumnos del primer año de bachillerato técnico en gestión administrativa de la Unidad Educativa Luis Fernando Ruiz. Dicha entrevista es dirigida a los docentes del área de inglés que imparten clases en primero de bachillerato técnico en gestión administrativa. Para ello vamos a empezar. Si usted gusta, puede usar su nombre y si no como anónimo, está bien.

Entrevistado: Muy Buenos días, estimada Yasleidy, mi nombre es Lorena Recalde, soy docente de la unidad educativa Luis Fernando Ruiz.

Investigador: Muy bien, vamos a empezar con la primera pregunta. La entrevista consta de 13 preguntas y la primera es ¿cuánto tiempo lleva enseñando inglés en la unidad educativa Luis Fernando Ruiz?

Entrevistado: Gracias. Actualmente llevo alrededor de 23 años trabajando en unidad educativa Luis Fernando Ruiz.

Investigador: Una gran trayectoria. En todo aquel tiempo, ¿usted ha experimentado sobrepoblación o exceso de estudiantes en las clases de inglés?

Entrevistado: Sí de manera especial en los últimos años, en los cuales a raíz de la fusión de las escuelas hacia unidades educativas se ha visto incrementado la población estudiantil en nuestras aulas.

Investigador: Claro, es un gran problema, en promedio, ¿cuál es el número de alumnos en sus aulas?

Entrevistado: Alrededor de 40/45 estudiantes están en cada aula de nuestro establecimiento.

Investigador: Porque muchas gracias. ¿Y cómo se siente cuando imparte clases en dichas aulas?

Entrevistado: Bueno el trabajo es un poco cansado, ya que es muy difícil trabajar en grupo con grupos numerosos. El hecho de poder controlar lo que es el manejo de aula, el control de la disciplina o el comportamiento, así como también poder desarrollar todas las habilidades comunicativas del idioma inglés es bastante dificultoso cuando trabajamos con aulas numerosas.

Investigador: Así es, tiene usted razón. De acuerdo a su opinión, ¿cuál considera que es el número ideal de alumnos por clase para desarrollar una enseñanza eficaz?

Entrevistado: Considero que un número ideal de alumnos por aula. Según mi punto de vista, muy personal es de alrededor de 25 estudiantes por aula.

Investigador: Muy bien. ¿Quizás usted conoce los estándares de calidad en cuanto al espacio adecuado que requieren los alumnos? Según la normativa, la normativa del Ministerio de Educación.

Entrevistado: Bueno sí, han venido actualizando diferentes normativas e inicialmente se hablaba de 25 estudiantes por aula en un acuerdo ministerial. De pronto empezaron a cambiar estos parámetros, no, con lo que tiene que ver con las, ya sea con un memorando o de pronto también con los lineamientos de inicio del nuevo año escolar lo han, lo cual han incrementado a 35, según lo que tenía conocido últimamente. Actualmente no se ha revisado esa normativa. Es por ello de que se ve la presencia incrementada de nuestros estudiantes en las aulas.

Investigador: Muy bien y ¿aplica la unidad educativa a dichos estándares de calidad?

Entrevistado: La unidad educativa, pues no aplica estos estándares de calidad, ya que no depende de la misma unidad educativa, sino más bien el mismo sistema es el que permite el la matriculación de los estudiantes, pues ya no se la hace aquí en las instituciones en donde nosotros realmente vemos si contamos con los implementos, con los recursos adecuados, con los espacios físicos correspondientes, lo cual sale muchas veces de las manos de las autoridades, de la institución. Ya que, como le repito, esto no está bajo el control de las instituciones, sino más bien a nivel distrital, a nivel zonal se asignan los cupos necesarios para cada institución y lo cual ya está habilitado en las diferentes en la en la plataforma del Ministerio para que los estudiantes se matriculen por ellos mismos.

Investigador: Muy buen punto magíster, se agradece mucho aquella intervención. De acuerdo a su opinión, ¿cuáles considera que son las causas de la superpoblación estudiantil?

Entrevistado: Bueno, uno de los aspectos que influyen en la sobre población estudiantil es la falta de recursos económicos de los padres de familia para acceder a escuelas particulares. Pues hoy en día vemos de que es muy difícil el poder pagar una colegiatura o pagar una pensión, una matrícula en un establecimiento particular. Es por ello que más bien los estudiantes que estaban en las escuelas particulares hoy se matriculan en las unidades educativas fiscales y es por ello que las clases son muy numerosas. Hay un incremento de la población a raíz, sobre todo después de la pandemia en donde se notó significativamente el incremento de los estudiantes.

Investigador: Muy bien. ¿Cómo gestiona el comportamiento de los alumnos en las aulas superpobladas?

Entrevistado: Bueno, aquí es muy importante la habilidad del maestro, las estrategias, la metodología que utiliza el maestro, ya que es importante trabajar en grupos, de igual manera poder controlar la disciplina o el comportamiento de los grupos es muy importante que cada docente vaya aplicando sus mejores estrategias. En mi caso, muy particular, procuro monitorear permanentemente la clase, caminar por cada espacio, evitar sentarme porque en el momento de que ustedes, el docente está sentado, en la primera fila, en el escritorio, pues los estudiantes, usted no sabe qué se están haciendo atrás o a veces una se está dando la clase únicamente adelante de los estudiantes y mientras tanto los estudiantes están con los celulares, están haciendo en materia de deberes de otras asignaturas o simplemente están también conversando entre ellos.

Investigador: Tiene usted razón, seguidamente, ¿considera que el exceso de alumnos afecta a su motivación e interés por aprender inglés? ¿Por qué?

Entrevistado: Eh sí, existe desmotivación por parte de los estudiantes, de pronto no logramos aplicar. Correctamente las técnicas o la metodología participativa en el aula. Hay veces que como la clase es tan grande, usted no logra hacer que los 45 estudiantes participen en esa hora clase y obviamente ellos se sienten desmotivados. Entonces, lo cual es bastante dificultoso para el proceso de enseñanza aprendizaje.

Investigador: Así es, ¿cómo afecta la superpoblación estudiantil al desarrollo de las habilidades lingüísticas del idioma inglés en el aula? Es decir, listening speaking.

Entrevistado: Bueno, eh como le decía, es imposible trabajar de una manera adecuada, con grupos numerosos y obviamente que va ligado con el desarrollo de las habilidades comunicativas. Por ejemplo, usted quiere trabajar un speaking, es imposible realizarlo en una hora clase. Usted tendrá que tomar 3 / 4 h clase para lograr que participen todos los grupos y obviamente que también a veces se hace de que nos retrasemos del currículo; por tratar de hacer participar a todos los estudiantes y desarrollar las habilidades comunicativas en todos los estudiantes.

Investigador: Gran punto. ¿Qué estrategias o técnicas emplea usted para gestionar eficazmente las clases de inglés superpobladas?

Entrevistado: Es importante el trabajo en equipo, formar grupos homogéneos de trabajo, de igual manera se puede apoyar en la tecnología. De pronto para hacer un speaking, los estudiantes pueden realizar un video, en vista de que en la hora clase no se alcance en su totalidad. De igual manera, las tareas del listening se puede mandar a los estudiantes a casa para que ellos escuchen, dándoles el link indicado a todos para que realicen la actividad, entonces se puede ir realizando de esa manera. Ahora también, todas las habilidades comunicativas es importante generar que los estudiantes participen todos, una vez participarán unos otra vez otros, y procurar que el aprendizaje sea significativo en todos los estudiantes.

Investigador: Muy bien. Teniendo en cuenta que el exceso de estudiantes afecta al proceso de enseñanza aprendizaje, ¿qué recomendaría usted para superar este problema?

Entrevistado: Bueno, pienso que de pronto el retomar las escuelas que están hoy cerradas sería una buena alternativa, en vista de que hay los recursos, hay la escuela, hay los docentes, podrían esos niños quedarse en sus escuelas que están cercas a su lugar de vivienda, en vista de que hay muchos estudiantes que vienen de muy lejos para acudir a las unidades educativas que hoy se las llama, que son grandes las que han receptado toda esa población estudiantil que era de los del sector rural y ocasionando también que los chicos no se logren adaptar a un medio distinto del cual ellos fueron creados y por ende de eso también incide en su aprendizaje. Entonces, mi primera recomendación sería volver a retomar lo que es las escuelas rurales, reaperturar las escuelas rurales.

Investigador: Muchas gracias magister. Un placer haber hablado con usted vuelvo a reiterar nuestros agradecimientos por colaborar con dicha entrevista y no sé si le gustaría agregar algo.

Entrevistado: Bueno, sí también felicitar este tipo de investigación, pues muchas veces nosotros como docentes no supeditaremos únicamente al número de estudiantes que nos mandan directamente El Ministerio y no nos podemos a pensar de pronto en una en una idea, en alguna recomendación. Cómo le decía felicitar a ese tipo de investigación, pues como nosotros, los docentes únicamente trabajamos con el numérico de los estudiantes que nos asignan directamente desde la plataforma, entonces a veces nosotros no nos ponemos a analizar. ¿En qué estrategias, en qué metodología a utilizar para el grupo numeroso de estudiantes por aula? Entonces, este tipo de investigaciones es muy saludable para nosotros reflexionar, así como otras personas también planteen recomendaciones que vayan directamente hacia nuestras autoridades para que traten de ir controlando la excesiva población en los diferentes grupos de trabajo.

Investigador: Muchas gracias por sus ideas, magister.

Interview transcript Teacher 2

Investigador: Muy buenos días, de antemano agradeciéndole la colaboración en la entrevista. El título del proyecto es ¿Cómo afecta la sobre población estudiantil a la enseñanza del idioma inglés en los alumnos del primer año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa Luis Fernando Ruiz? Estamos a 21 de junio del 2023, en la Unidad Educativa Luis Fernando Ruiz. Si desea puede decir su nombre o puede ser una entrevista privada. El objetivo de la entrevista es: identificar cómo afecta la sobrepoblación estudiantil en la enseñanza del idioma inglés de los alumnos de primer año de Bachillerato Técnico en Gestión Administrativa de la Unidad Educativa Luis Fernando Ruiz, está dirigido a los docentes del área que imparten clases en este año lectivo. El tiempo aproximado es de 25 minutos. Empecemos entonces. La primera pregunta es, ¿Cuánto tiempo lleva enseñando inglés en Unidad Educativa Luis Fernando Ruiz?

Entrevistado: Buenos días Summer, mi nombre es Gerson Ortiz y soy docente de la asignatura de inglés en la Unidad Educativa Luis Fernando Ruiz por aproximadamente 23 años.

Investigador: Muchas gracias. ¿Ha experimentado sobrepoblación o exceso de estudiantes en las clases de inglés?

Entrevistado: Lamentablemente, en el sistema educativo fiscal siempre se han mantenido numéricos estudiantes bastante altos. Estamos hablando de sobre los 40 estudiantes. Considerando además de que, para Bachillerato Técnico, que son los grupos con los que trabajamos, el mínimo estipulado en la ley y en el Reglamento de Educación es de 35, entonces todo el tiempo ha existido un número muy elevado de estudiantes de cada una de estas clases.

Investigador: Claro. En promedio, ¿Cuál es el número de alumnos en sus aulas?

Entrevistado: Aulas entre 40 y 45 estudiantes.

Investigador: ¿Y cómo se siente cuando imparte en clases numerosas?

Entrevistado: Bueno, el número elevado de estudiantes siempre va a causar ciertas limitantes para poder ejercer el trabajo y el desarrollo de las habilidades. Considerando también de que existen estudiantes con necesidades educativas especiales y ellos tienen ya un tratamiento especial. Es decir, que, si tenemos un estudiante de necesidades educativas especiales en una sala de clase, este estudiante equivale a tener tres más. Por lo tanto, el numérico estudiante seguirá subiendo y

va a retrasar el trabajo académico con los chicos. A más de eso, el número de horas también se redujeron. Por lo tanto, no se pueden lograr los objetivos. En primera instancia, una de las principales o los principales logros a conseguir por el MINEDUC era tener un B2 con un estudiante que sale de tercero bachillerato, pero con 5 horas clase semanales. Hoy el pensum bajó, estamos con 3, que también es otro problema, menos número de horas y mayor número de estudiantes, complicaciones que afectan al proceso clase.

Investigador: ¿Cuál considera que es el número ideal de alumnos por clase para desarrollar una enseñanza eficaz?

Entrevistado: Yo pienso que deben de estar entre 35 y 40 estudiantes, 35 para los Bachilleratos Técnicos y 40 estudiantes para lo que es de Educación General Básica y Bachillerato General Unificado.

Investigador: De acuerdo. ¿Conoce los estándares de calidad en cuanto al espacio adecuado que requieren los alumnos, según la normativa del Ministerio de Educación? ¿Aplica la unidad educativa dichos estándares de calidad?

Entrevistado: Bueno, en ese sentido, sí. El espacio que debe tener una sala de clases es de 9x6, 54 m². Que en su mayoría o en su totalidad. Nosotros sí tenemos ese espacio. Sí existe la norma y si la estamos cumpliendo de acuerdo a los estándares del MINEDUC.

Investigador: Muchas gracias. ¿Cuál considera que son las causas de la sobrepoblación estudiantil en las aulas más numerosa?

Entrevistado: Bueno, aquí el colegio tiene una particularidad. Aproximadamente en el año 2015, cuando se dio el proceso de erupción del volcán Cotopaxi, siendo esta institución un lugar seguro en donde los estudiantes no tienen inconveniente en realizar ningún tipo de evacuación, esto creció notablemente la población estudiantil y a partir del 2015 ya no pudimos retornar a tener el número ideal de estudiantes. Pasa particularmente por eso como un factor, y el otro factor es que estamos nosotros enlazados con escuelas del sector rural que no disponen de educación general básica, entonces los estudiantes, por ser una unidad educativa mayor, se enlazan con nuestro plantel y completamos o tenemos ese número elevado de jóvenes.

Investigador: Por esa razón, claro. ¿Cuáles son los posibles desafíos que enfrenta como docente debido al exceso de estudiantes en las clases de inglés?

Entrevistado: Bueno, en lo posible tratamos de hacer un re planificación, considerando lógicamente los mínimos indispensables y también con un diagnóstico muy responsable. Yo considero que es importante esta parte del diagnóstico porque nos ayuda a nosotros tener un punto de partida y de esta forma no regirnos a lo que trae el currículum nacional 2016. Sino más bien flexibilizarlo, como también la ley sí nos ampara en el sentido, poder flexibilizarlo y tratar de enseñar a los estudiantes lo que verdaderamente necesitan, porque el nivel académico de los chicos que ingresan a octavo año posteriormente a primero de bachillerato no es el ideal como para obtener al final B2, que es lo que el Ministerio desea.

Investigador: Y con respecto al comportamiento, ¿Cómo se gestiona cuando existen aulas masificadas? ¿Cómo se trabaja?

Entrevistado: Bueno, en este sentido yo pienso que aquí juega un papel importante el docente. Y el docente en la sala de clases es quién va a imponer sus reglas, el docente es quién va a controlar el grupo y de esa manera se puede bajar un poco la parte comportamental de los de los chicos. Pero si es necesario de que a la par de si se quiere mantener la disciplina en el grupo, también conocer cuáles son los limitantes que tenemos como docentes. Ellos, los chicos tienen y están amparados por los Códigos de Niñez y Adolescencia, Reglamento de Educación, etcétera. No saltarnos, no pasarnos de sus márgenes, pero sí ser como muy muy enérgicos, muy estrictos en el control de disciplina, control de aula, limpieza, aseo, etcétera, que son cosas que no dejan de ser importantes y que están dentro del respeto para el docente.

Investigador: Claro. ¿Considera que el exceso de alumnos afecta a su motivación e interés por aprender inglés, por qué?

Entrevistado: Bueno, en realidad el número de alumnos, puede ser que los 45 estudiantes estén motivados para aprender inglés. Lo importante acá es buscar las estrategias para que los estudiantes puedan sentirse motivados por la enseñanza – aprendizaje. ¿Cuándo es que un estudiante no está motivado? Cuando somos extremadamente estructurales, o cuando no les indicamos a los jóvenes la importancia que va a tener el inglés dentro de su vida profesional futura. Porque recordemos que el inglés no termina en tercer año de Bachillerato, al contrario, recién empieza. Porque las universidades y el Sistema de Educación Superior de nuestro país inicia con contenidos muy bajos, pero si es necesario que ellos conozcan primero la utilidad que le va a dar conocer otro idioma dentro de su vida profesional y personal. Y que se le puede

también permitir la apertura de muchas puertas, en sus trabajos, viajando, etcétera. El problema va a radicar cuando no se puede controlar el grupo, cuando no podemos llegar a ellos con el mensaje correcto, y, sobre todo, enseñarles a los estudiantes lo que ellos necesitan y lo que les va a servir. Porque lamentablemente los contenidos que tenemos en nuestra bibliografía o los contenidos que plantea el Ministerio para trabajar con cada uno de los grupos, son contenidos extremadamente amplios que no se los puede tratar, aún cuando teníamos las 5 horas, menos ahora que se tienen 3. La parte fundamental es negociar con ellos, conversar con ellos, y trabajar en función con sus necesidades.

Investigador: ¿Cómo afecta a la sobrepoblación al desarrollo de las destrezas lingüísticas en el aula? A esto, refiriéndonos a speaking, a writing, a listening. Que todos puedan estar y participar dentro del aula.

Entrevistado: Bueno, ahora vamos a trabajar 45 minutos, ya eso está legislado también a partir de este próximo año lectivo. Estábamos trabajando 40 minutos, que en realidad no son suficientes para poder realizar un monitoreo permanente al desarrollo de sus habilidades. Acá lo que nosotros podríamos o lo que consideraríamos es tratar de trabajar con las habilidades por semanas, no sé dividir el espacio de tiempo que nos permita conocer cuál es el desarrollo de las habilidades en cada 1 de los chicos con actividades grupales quizás. En fin, todo depende, repito, del diagnóstico que nosotros tengamos de los jóvenes y poner especial énfasis en aquellos que son los más difíciles que considero que son speaking listening.

Investigador: Sí, claro. Bueno, saltémonos de lado porque ya fue respondida.

Entrevistado: No, pero sí tenemos muchas estrategias también. La división de los grupos es fundamental y aparte de eso también la utilización de los recursos didácticos adecuados, que es lo que nos va a permitir también que ellos puedan, no solamente trabajar en el texto, sino también con la ayuda de audiovisuales, poder mejorar su interés y también mejorar el desarrollo de las habilidades.

Investigador: Por último, teniendo en cuenta que el exceso de alumnos afecta al proceso de enseñanza y aprendizaje de cierta manera, ¿Qué recomendaría usted para superar este problema?

Entrevistado: Bueno como educación, como institución fiscal es como algo complejo, no? Y más aún ahora que existe mucha facilidad para que los padres de familia puedan ubicarse en la

institución educativa que ellos deseen, no hay un control específico para tener el número de estudiantes que sería oportuno. La Constitución y la ley también le faculta al estudiante el derecho de estudiar en donde considere oportuno. Esto es algo que no va a cambiar con una política institucional, sino más bien con una política de Estado. Y, lamentablemente para que se de una política de Estado se tiene que notar varias leyes, entonces, es muy difícil. Lo que único que nos queda como como docentes es tratar de buscar ciertos mecanismos que nos permitan llegar a los estudiantes y, sobre todo, que se apasionen por el aprendizaje del idioma inglés. En alguna ocasión nos decían que, cuando están motivados los estudiantes y cuando quieren aprender, el profesor puede trabajar hasta con 50, 60 o 70 personas que si quieren hacer. Entonces es un trabajo conjunto que se lo debe hacer entre docente de inglés, docente, tutor. Puede intervenir las autoridades, etcétera. Y si existe la contribución de instituciones de Educación Superior que también puedan aportar en ese sentido, también sería interesante. ¿Y cómo va a aportar la Educación Superior con las Instituciones Educativas de nivel medio de cada 1 de las de las zonas, es con la la permanencia de los chicos que están estudiando o cursando estudios de inglés, pero con actividades mucho más motivadoras, se me ocurre, no sé: casas abiertas permanentes o mensuales? Se me ocurre que se pueda crear un equipo, un club de conversación, un club de lectura, la conformación de stands, en fin, un cúmulo de cosas que, conjuntamente con ciertas instancias que pueden ser gubernamentales o no gubernamentales, podríamos mejorarlo y eso ese debería ser 1 de los compromisos de la de la Universidad de que los estudiantes se sientan mucho más ligados a las instituciones educativas.

¿Por qué razón? Porque incluso en planificación, la Universidad tiene un tipo de formatos y las instituciones manejan otro tipo de formatos. Entonces siempre va a ser complicado de que se puedan cohesionar las ideas en el sentido de planificación, las prácticas de los chicos, la permanencia de los jóvenes que están cursando estudios y bueno, también las visitas de los estudiantes a las universidades, porque sí ellos, los jóvenes del de las instituciones educativas de nivel medio, se van a sentir más identificados con algo que conoce no solamente por el nombre, pero si hay una casa abierta en Universidad en donde pueden ir los chicos de los colegios fabulosos, claro, y si le pueden hacer a través de concursos musicales, en fin, ya son estrategias que también se les debe conversar de conjuntamente con las universidades.

Investigador: Muchas gracias, le agradezco bastante teacher.