



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

**“PROBLEMS AND STRATEGIES IN LARGE ENGLISH
CLASSROOM”**

Research report before obtaining the bachelor degree in National and Foreign
language Pedagogy, English Major

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I also certify that the ideas, concepts, procedures and results expressed in this research work are my exclusive responsibility.

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Pujilí, February 25th ,2025

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COMMITTEE APPROVAL

In the capacity of Tribunal of Readers, approve the present Research Report according to the regulations issued by the Technical University of Cotopaxi, and the Pujilí Extension; because the applicant(s): **Iza Toapanta Alex Adrian and Vargas Figueroa Myrian Narcisa** with the title of Research Project: **Problems and Strategies in large English Classroom** have considered the recommendations issued in due time and have sufficient merits to be submitted to the act of Project Substantiation. For the above mentioned, it is authorized to carry out the corresponding fillings, according to the institutional regulations.

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GRATEFULNESS

I want to express my deepest gratitude to my parents and siblings, whose unconditional support has been the foundation of my professional journey. Their guidance instilled in me a strong sense of responsibility and a constant desire for self-improvement. I am also profoundly thankful to my partner, whose love, understanding, and unwavering encouragement have been a constant source of motivation throughout this process. This work is a tribute to their patience and the love they have always shown me. Additionally, I extend my appreciation to the Technical University of Cotopaxi for opening its doors to me and providing the opportunity to grow and develop professionally.

Myrian

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Alex

DEDICATORY

With profound joy, love, and gratitude, I wholeheartedly dedicate this work to my parents, Vicente and Blanca, whose unconditional love, unwavering support, and invaluable lessons have shown me that there are no limits to learning and growth. To my siblings, for their steadfast encouragement, love, and uplifting words. Their sacrifice and trust in me have made this achievement possible. Thank you for inspiring me to persevere, even when the journey seemed challenging.

Myrian

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Alex

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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: “PROBLEMS AND STRATEGIES IN LARGE ENGLISH CLASSROOM”

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ABSTRACT

Large classes represent a challenge in the English teaching-learning process as they hinder effective communication between teachers and students, and active participation in the classroom as well. This study aimed to analyze students' experiences' problems and teaching strategies in large English classes. The research was based on a descriptive quantitative method to describe students' experiences in problems and strategies present in an English classroom with a large number of students. For data collection, a questionnaire was applied to 37 eighth-semester students of the Pedagogy of the English Language major at the Technical University of Cotopaxi. The results reveal that communication between teachers and students is one of the most noticeable difficulties, impacting the clarity of instructions and interaction within the classroom. Regarding teaching strategies, students consider group work and pair work to be effective methods for improving participation and learning. These findings contribute to a better understanding of the teaching-learning dynamics in large groups and highlight the importance of implementing appropriate pedagogical strategies to optimize English learning in large classes.

Keywords: Large classroom, problems, strategies, English classes

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ENGLISH MAJOR

TÍTULO: “PROBLEMAS Y ESTRATEGIAS EN LAS GRANDES AULAS DE INGLÉS”

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Iza Toapanta Alex Adrian
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RESUMEN

Las clases numerosas representan un desafío en el proceso de enseñanza-aprendizaje del inglés, ya que dificultan la comunicación efectiva entre docentes y estudiantes, así como la participación activa en el aula. Este estudio tuvo como objetivo analizar las experiencias de los estudiantes en relación con los problemas y las estrategias de enseñanza en clases grandes de inglés. La investigación se basó en un método cuantitativo descriptivo para describir las experiencias de los estudiantes respecto a los problemas y estrategias presentes en un aula de inglés con un gran número de alumnos. Para la recopilación de datos, se aplicó un cuestionario a 37 estudiantes de octavo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi. Los resultados revelan que la comunicación entre docentes y estudiantes es una de las dificultades más notorias, afectando la claridad de las instrucciones y la interacción en el aula. En cuanto a las estrategias de enseñanza, los estudiantes consideran que el trabajo en grupo y el trabajo en parejas son métodos efectivos para mejorar la participación y el aprendizaje. Estos hallazgos contribuyen a una mejor comprensión de la dinámica de enseñanza-aprendizaje en grupos numerosos y resaltan la importancia de implementar estrategias pedagógicas adecuadas para optimizar el aprendizaje del inglés en clases grandes.

Palabras claves: Aula grande, problemas, estrategias, clases de inglés.

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General Information

Theme: Problems and strategies in large English classrooms

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2. PROBLEM STATEMENT

The teaching of English as a foreign language has become a crucial component of modern education due to its global significance. However, Teaching English in large classrooms has not been sufficiently researched, leading to significant teaching and learning difficulties. This limited research restricts the understanding of the specific problems and potential solutions within such settings. Bahanshal (2023) said that large classrooms present a unique set of problems, including limited teacher-student interaction, difficulty maintaining discipline, and the challenge of addressing diverse learning needs.

Additionally, the inadequate use of educational strategies and resources in large classrooms exacerbates existing challenges. (Maringe & Sing, 2021) indicate that large classes limit the application of personalized and interactive strategies, making it difficult to address the diverse needs of learners. In these environments, teachers often face organizational barriers, such as lack of time and limited access to modern educational tools, which hinder their effective adoption of innovative strategies.

One of the most significant effects is poor student academic performance. When students do not receive adequate attention or instruction, their learning is often shallow, resulting in lower grades and lower academic achievement. In addition, ineffective use of teaching strategies in large classrooms exacerbates this problem, preventing students from reaching their full potential. Due to the absence of personalized attention and engaging methods, students are often disinterested, which makes them less likely to actively participate in class and decreases their enthusiasm for learning the language.

Addressing these problems can have a profound impact on improving the quality of education. First, identifying the problems faced by large classrooms will provide insight into more effective solutions tailored to the needs of both teachers and students. Implementing appropriate strategies for large classes, such as engaging activities and efficient allocation of resources, will enhance the learning experience and help overcome many of the challenges faced by teachers. Finally, it is essential to motivate students to learn English. By implementing more engaging and effective

teaching strategies, students' interest in learning can be rekindled, fostering a more dynamic and productive classroom environment.

Therefore, the research problem of this study focuses on the following questions: What are the problems and strategies perceived by students in large English classrooms?

3. OBJECTIVES

3.1 General objective

To analyze the students' experiences about problems and teaching strategies in a large English classroom.

3.2 Specific objectives

- To establish a theoretical foundation about problems and strategies in large classrooms in EFL context.
- To identify the problems and strategies in large classrooms in students of PINE career.
- To describe the students' experiences about problems and teaching strategies in a large English classroom.

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

Specific objective	Activities	Result of the activity	Verification Means
To establish a theoretical foundation about problems and strategies in large classrooms in EFL context.	Research information. Bibliographic review	Acquisition of relevant and up to date data related to problems and strategies in large English classrooms.	Theoretical Framework
To identify the problems and strategies in large classrooms in students of PINE career.	Validate the instrument. Apply instruments.	Identification of problems and strategies that are generated in a large English classroom, which was done through a questionnaire to collect information.	Instrument
To describe the students' experiences about problems and teaching strategies in a large English classroom.	Analyze the data. Establish major findings Discuss results	The researchers analyzed the students' experiences in a large English class	Findings and Conclusions

5. Justification

The project is necessary because it addresses a significant issue in education: the challenges arising from large classrooms. Classrooms with a large number of students often result in limited teacher-student interaction, making it difficult to address individual learning needs and posing challenges in maintaining classroom control. As a result, these factors negatively affect the quality of education, leading to disengagement, superficial learning, and poor academic performance.

This study is relevant because it explores the problems and teaching strategies in large English as a Foreign Language (EFL) classroom. The study pretends to provide a clearer understanding of the obstacles faced by students because of large classes, so teachers can implement classroom strategies to manage the class and provide a good environment to learn. Additionally, it identifies teaching approaches that can help teachers to realize if the strategies are working with large classes.

The project offers both theoretical and practical benefits. From a theoretical perspective, it enriches the existing knowledge about teaching English in large classrooms. From a practical perspective, it provides viable and contextually appropriate use of strategies that can be implemented in real teaching situations.

The beneficiaries of this study are English teachers working in large classrooms, as they can gain valuable insights into pedagogical strategies based on students' experiences. The research is feasible because the sample is accessible to collect data and there is enough information about the research topic. The limitation was to get the teacher's experiences to do a triangulation data to validate the results, so further researches can focused on analyzing teachers perceptions or experiences about large classes.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Research Background

At the beginning of this research, it is important to examine the problems faced by teachers and learners in such settings and the strategies used to deal with them effectively. The topic 'Problems and strategies in large English classrooms' has been discussed and researched among which there are several authors such as:

Rohin (2013) conducted a qualitative approach research, aiming to explore the challenges that teachers and students face in large English classes and also the teachers' strategies to cope with those challenges in upper secondary LC. The population were 30 English teachers and 60 students from Kunduz province of Afghanistan; the researcher used the data collection methods of observations and questionnaires. As a result of the research, most of the teachers do not believe that large classes improve their management skills. The most used methods are group work and puzzles, and teachers interact mainly by asking questions. The results highlight the need to improve pedagogical knowledge and use more effective methods for large classes.

Erlina et al. (2022) conducted a qualitative approach research, aiming to explore English teachers' perceptions of challenges and strategies in teaching large classes; the researcher used a case study. The population was two English teachers from a private school; the researcher used the data collection methods of observations and interviews. As a result of the research, it was found that the teachers were knowledgeable about strategies for managing a large English class, and they also discovered six main strategies employed by the participants to cope with the challenges of inappropriate behavior of a large number of students, among which the English teachers implemented punishments, various games, quizzes, pair or group work, support media, and speaking tests. This led the researchers to the following conclusion: the participants faced teaching problems but also found some approaches or methods to solve them.

Ante (2017) Conducted descriptive, qualitative and quantitative research using deductive and inductive methods. This research aimed to analyze the influence of large class size on the performance of teachers from different Educational Institutions in Esmeraldas. The participants in

this study were full-time English teachers from public, public-commission and private institutions, over 30 years of age. They were observed for two weeks and then a ten-question survey was conducted. The results showed that in classes with more than 35 students, teaching performance decreases because teachers lack the appropriate knowledge, class time and conditions to teach that number of students. It also revealed that teachers' success in managing large classes is not particularly affected by the large number of students, but by the students' disinterest in learning the language. In addition, large class teachers have an increasing tendency to use Spanish more than English.

Cazañas & Ramirez (2024) conducted a qualitative approach, with the objective of identifying the strategies used by teachers to manage large English classes in public educational institutions in the city of Latacunga during the 203-2024 school year. The participants were nine teachers from three public institutions who were interviewed. The results of the study revealed that English teachers face different challenges, among them, inappropriate behavior of students, another challenge that the researchers found was the lack of interest of students in learning English as a foreign language, and the last challenge was the lack of understanding between teachers and students. The most used strategies were the motivation of students, the use of classroom rules and the organization of the class.

7. THEORETICAL FRAMEWORKS

7.1 English as a Foreign Language (EFL)

English has assumed a predominant role as an international language, being the second most spoken language in the world and dominant in fields such as science, technology, business, and culture. Kecskés (2019) emphasizes that English as a Lingua Franca (ELF) serves as a pragmatic medium, facilitating effective intercultural communication among speakers from diverse linguistic backgrounds. Furthermore, the widespread use of English facilitates global communication, making it an important tool for international cooperation. Proficiency in English is now seen as a key skill for access to higher education, employment and career advancement opportunities.

In today's connected world, the ability to understand and use English is increasingly important for accessing knowledge and interacting with global content. According to Ilyosovna (2020) says "If you can understand and read English, you will be able to access and enjoy more resources online and you can read world news, participate in a discussion on a forum"(p. 23). This highlights how proficiency in English provides a wealth of information and opportunities for global interaction, further enhancing an individual's ability to understand and interact with diverse communities around the world.

7.2 Large Class

A "large class" refers to a classroom that hosts a significant number of students, typically exceeding 30 to 40 participants. The definition can vary across educational institutions and contexts, but large classes often present unique challenges in terms of classroom management, individual student attention, and overall instructional effectiveness. According to Johnson et al. (2019), large classes are often considered those where it is difficult for the teacher to maintain effective control and provide personalized attention due to the sheer number of students present. Such environments often result in lower levels of student engagement and academic performance, particularly in settings where individualized feedback and interaction are crucial for student success.

In the context of teaching English, large classes introduce specific difficulties, such as addressing diverse learning styles and maintaining students' motivation and focus throughout the lesson. Brown (2021) says that teachers in large English classrooms often struggle to implement interactive activities that can engage all students simultaneously, leading to a more traditional, lecture-based approach that might not fully cater to the varied needs of learners.

Despite these challenges, large classes also offer unique opportunities for the use of collaborative and peer-based learning strategies. As Smith (2022) observes, when large class settings are managed effectively, they can foster a dynamic environment where students benefit from peer interactions, group activities, and diverse perspectives. However, these opportunities often depend on the teacher's ability to structure the class and employ strategies that promote active participation and engagement, something that is often more difficult in large groups.

7.3 Teaching problems in a large English class.

Teaching in large English classrooms presents a number of problems that require educators to adapt their teaching strategies. According to Harmer (2019), one of the most significant problems faced by teachers in large classrooms is the difficulty in managing the diverse needs of students. In such settings, it becomes more difficult to ensure that each student receives the appropriate level of attention and support. In addition, large classes often result in a lack of individualized feedback, which is essential for language development, especially in ESL contexts. Additionally, Brown (2021) describes that maintaining classroom discipline and fostering a positive learning environment can be a constant struggle, as the teacher must manage more students simultaneously, which can lead to disruptions and a decrease in overall engagement.

Another problem in large English classrooms is the difficulty in establishing and maintaining clear classroom rules. On the one hand, clear rules are essential to maintain discipline and structure. On the other hand, with many students, it becomes hard for teachers to enforce consistent behavior expectations. Samad et al. (2022) mention that due to the sheer number of students, managing disruptive behaviors effectively is complicated and often disrupts the flow of the lesson. Moreover, as Brown (2021) points out, without clear rules and boundaries, students may not fully respect the

teacher's authority, leading to a chaotic learning environment. Consequently, the lack of established norms affects both student behavior and the overall effectiveness of the learning process.

The limitation of interactive activities is another pressing problem in large English classes. Indeed, effective language teaching relies heavily on students' active participation in communicative activities, such as group discussions, role-plays, or pair work. Nevertheless, Harmer (2019) mentions that managing these activities in a large class is difficult due to organizational constraints and the need to maintain order. In fact, Samad et al. (2022) explain that the lack of discipline in large groups further complicates the implementation of these interactive methods. Furthermore, when students are not engaged in structured activities, they may become distracted, leading to further disruptions. As a consequence, teachers often rely on more traditional, teacher-centered methods that limit student interaction.

The difficulty of providing individualized attention in large English classrooms also affects the effectiveness of learning activities. Since the teacher must divide their attention among many students, it becomes challenging to offer personalized feedback or address specific difficulties. As stated by Brown (2021), many students in large classes may feel left behind or ignored, especially if their learning needs differ from those of the majority. Moreover, Samad et al. (2022) emphasize that this lack of individualized interaction affects the quality of learning activities because teachers cannot monitor each student's performance.

In the context of teaching problems in large classes, communication problems can manifest in several ways:

1. **Teacher-Student Communication:** With a large number of students, teachers may find it challenging to give personalized feedback or respond to individual queries effectively. Brown (2021) highlights that "In larger classes, there is often limited opportunity for teachers to engage in direct communication with each student, which can affect their ability to provide meaningful feedback and address learning difficulties" (p. 47). This lack of communication can lead to students feeling disconnected from the learning process.
2. **Student-Student Communication:** In addition, student-to-student communication may be less frequent in large classrooms, as students may hesitate to speak up in front of many

peers. Harmer (2019) mentions that “Large classes can reduce the amount of interaction between students, which is a crucial component of language acquisition and practice. When communication is limited, students may not have the chance to practice speaking and listening in real-world contexts” (p. 84). This lack of peer interaction can affect their language development, particularly in speaking and listening skills.

3. **Communication in Group Work:** While group work can be a solution to some of these challenges, it can also present communication problems if groups are too large or poorly structured. Samad et al. (2022) argue that “group work in large classrooms must be carefully planned to ensure that all students are involved in the communication process and that the groups do not become ineffective due to imbalance in participation” (p. 212). Without effective group management, some students may dominate the discussion, while others may become passive participants, undermining the benefits of group communication.

7.4 Teaching strategies in a large English class

Teaching strategies in a large English class refer to the activities and approaches that teacher use to manage and facilitate learning effectively in classrooms with a high number of students. These strategies are designed to overcome the challenges posed by large class sizes, such as limited individual attention, difficulty managing classroom behavior, and ensuring student engagement.

An effective strategy for large English classes is the use of active learning techniques, such as group work and peer collaboration. Brown (2021) emphasizes that methods like think-pair-share and small group discussions not only promote student participation but also improve language skills. Moreover, these activities allow students to engage with the material more deeply while easing the teacher’s workload. In addition, Samad et al. (2022) highlight that breaking a class into smaller groups fosters communication and enables teachers to monitor progress more effectively. Thus, these strategies contribute to a more inclusive learning experience in large classrooms

Incorporating enthusiastic activities and games is another effective strategy for large English classes. For example, activities like role-playing, vocabulary bingo, or language games make

learning dynamic and enjoyable. Harmer (2019) notes that these types of activities not only keep students motivated but also encourage active participation. Furthermore, group dynamics, such as debates or friendly competitions, promote cooperative learning. Therefore, these activities not only enhance language skills but also create an engaging social learning environment.

Providing clear instructions and establishing effective classroom management is crucial in large English classes. As noted by Samad et al. (2022), clear guidelines minimize confusion and help maintain discipline. In addition, Brown (2021) suggests using visual aids, like slides or handouts, to ensure students understand tasks. Moreover, classroom monitoring tools, such as online platforms, help teachers track progress and give timely feedback. Thus, clear communication, combined with monitoring tools, helps maintain focus and reduces disruptions.

An essential strategy for managing large English classes is lesson planning. Marzulina (2021) emphasizes that all English teachers report using this strategy to manage their classrooms effectively. Lesson planning serves as a guide, helping teachers determine what to teach, how to teach, and how to assess student learning. Additionally, it enables teachers to stay organized and provides a detailed outline for classroom activities, ensuring that the teaching process runs smoothly even in large classes. As a result, lesson planning contributes to maintaining order and ensuring a more efficient learning environment.

8. METHODOLOGY

8.1 Research approach

The research is quantitative. It allowed the researchers to analyze data about students' experiences about problems and strategies in a large English class without manipulating the variables. Maxwell (2013) mentions that qualitative research is an exploratory method that enables the researcher to develop a detailed understanding of the meanings, perceptions and experiences of the participants. It highlights the relevance of adaptability in the research process and direct communication between the researcher and those involved.

8.2 Research Method

The research is based on a descriptive method. It helped describe the students' experiences related to the problems that exist in an English classroom with a large number of students and the learning strategies that teachers apply and can work to manage large classrooms. According to Hernández et al. (2010), descriptive research is characterized by the detailed and systematic analysis of phenomena in their natural context, without intervening or manipulating variables. This type of research is particularly useful for identifying and describing characteristics of situations or problems, such as those encountered in large English classrooms.

8.3 Research context

The data were obtained from 37 students with an age range between 20 to 25 years old, from the 8th cycle of the Pedagogy of National and Foreign languages (English Major), the students of eighth level performed pre-professional practices in public and private educational institutions. The students study at the Technical University of Cotopaxi, Pujilí extension, a public university located in the urban area of Pujilí canton, Cotopaxi province. A purposive sampling method was used to provide relevant data. Creswell (2014) mentions that the researcher selects participants based on their ability to provide rich and relevant data related to the topic of study.

8.4 Data collection and procedures

The instrument used for data collection was a structured questionnaire with 5 closed and 2 open questions, elaborated with the purpose of analyzing the students' experiences about problems and teaching strategies in large English classrooms. The instrument was elaborated and validated by experts in the field of English Teaching. The experts had between 7 to 16 years of experience in English Teaching. The researcher use the liker scale for the answers of the survey by selecting between always, sometimes, and never options provided in the first 5 questions of the questionnaire, while the last 2 questions are multiple choice.

8.5 Data analysis method

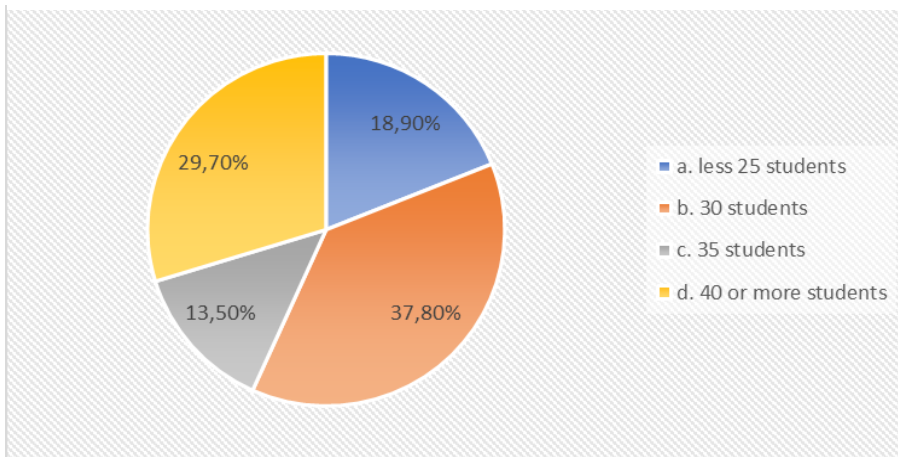
The researchers analyzed the data question by question using descriptive statistics to present the results in tables and figures to interpret the data and discuss with other contributions about the topic

8.6 Results and Discussion

1-Do you think a large class is constitute of?

a. less 25 students	7	18,90%
b. 30 students	14	37,80%
c. 35 students	5	13,50%
d. 40 or more students	11	29,70%
Total	37	100%

Figure 1. Large Class



The results show a varied distribution in the perception of large class size. 37.8% of respondents believe that a class of 30 students constitutes a large class, while 29.7% believe that 40 or more students should be considered as such. Some 18.9% believe that a large class is one with fewer than 25 students, while 13.5% associate the concept with classes of 35 students.

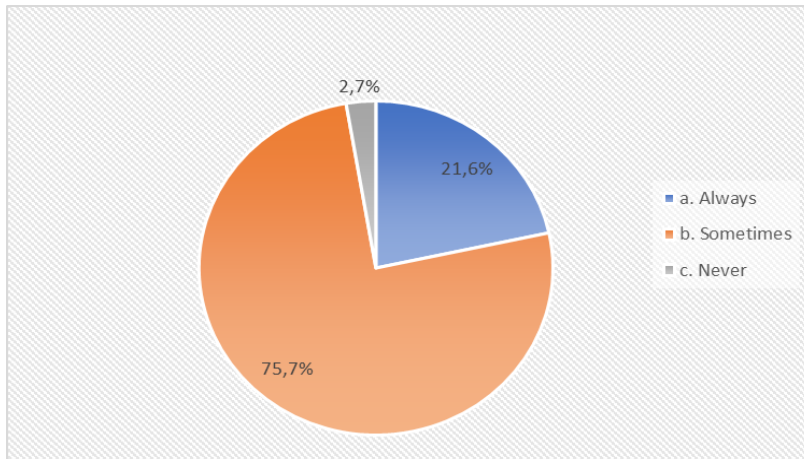
These results are due to the diversity of students' experiences on the adequate size of a class.

According to the experience of the students in their pre-professional internships, they consider that a classroom of 30 or more students presents problems and is a large class. According to Johnson et al. (2019) A "large class" refers to a classroom that hosts a significant number of students, typically exceeding 30 to 40 participants. The definition can vary across educational institutions and contexts, but large classes often present unique challenges in terms of classroom management, individual student attention, and overall instructional effectiveness.

2. Does your teacher establish a routine for your classes?

a. Always	8	21,6%
b. Sometimes	28	75,7%
c. Never	1	2,7%
Total of students	37	100%

Figure 2. Routines for large class



75.7% of the students state that the teacher sometimes establishes a routine for classes, and only 21.6% indicate that they always have a clear routine, while only 2.7% of the students mention that

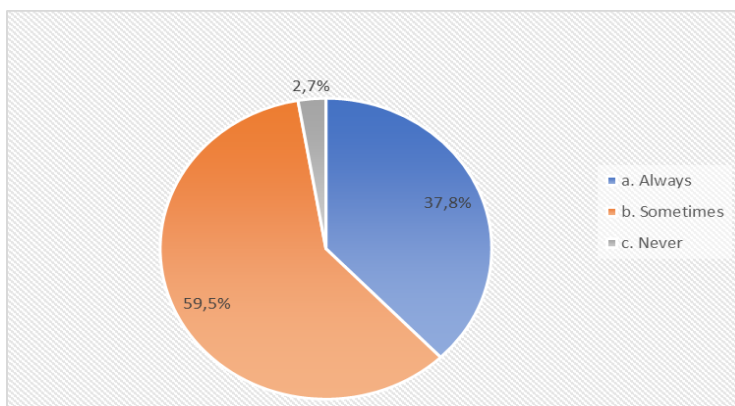
teachers never establish a routine in classes.

Teachers not always provide routines like a clear structure to organize activities to manage large classes and provide participation in classes. Without a consistent routine, they may feel confused or disoriented, which affects their concentration and active participation. Marzano (2019) notes that “routines encourage students' attention to learning objectives and proficiency scales; help students relate their learning to the objectives and scales; and help teachers focus their lessons on the goals set in the objectives and scales” (p. 9).

3. Does your teacher use specific rules to manage your behavior in large classes?

a. Always	14	37,8%
b. Sometimes	22	59,5%
c. Never	1	2,7%
Total of students	37	100%

Figure 3. Rules for large class



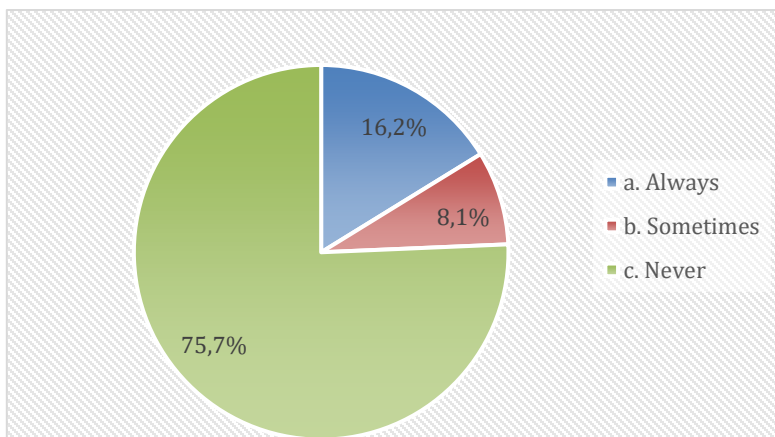
It can be noted that 37.8% of the students affirm that the teacher always uses specific rules to manage behavior, while the majority (59.5%) respond that they sometimes use them, only 2.7% of the students mention that teachers never use specific rules to manage behavior.

This shows it is important that teachers provided clear rules to students to manage their behavior so they cannot have difficulties with behavior management, discipline and clarity in a large class. Brown (2021) points out that without clear rules and boundaries, students may not fully respect the teacher's authority, leading to a chaotic learning environment. Similarly, Erlina et al. (2022) highlight that the inappropriate behavior of a large number of learners makes it difficult for teachers to manage the class, further complicating the teaching process.

4. Does a large class provide the opportunity to communicate clearly with your teacher?

a. Always	6	16,2%
b. Sometimes	3	8,1%
c. Never	28	75,7%
Total of students	37	100%

Figure 4. Communication in large English class.



From the results, it is observed that 75.7% of the students mention that they never have the opportunity to communicate clearly with the teacher in a large English class, 8.1% of the students comment that they can never communicate with the teacher in a large English class. While 16.6%

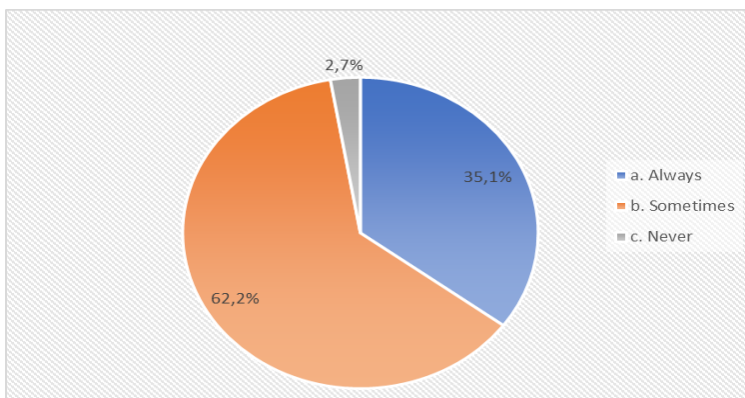
of the students say that they can always communicate in class.

Teachers do not have a good communication in classes because they cannot attend all students' needs due to the amount of number of students in class. So, students may feel disconnected and less motivated to actively participate, which limits their learning. They might not feel comfortable expressing doubts or asking for help, preventing them from receiving the necessary support to overcome difficulties. According to Brown (2021), "In larger classes, there is often limited opportunity for teachers to engage in direct communication with each student, which can affect their ability to provide meaningful feedback and address learning difficulties" (p. 47). As a result, this lack of communication can make students feel disconnected from the learning process.

5. Does your teacher create an exciting and conducive classroom atmosphere?

a. Always	13	35,1%
b. Sometimes	23	62,2%
c. Never	1	2,7%
Total of students	37	100%

Figure 5. Classroom atmosphere.



The majority of students, 62.2%, mention that the teacher sometimes creates a favorable environment for learning, while 35.1% affirm that he/she always does so. Only 2.7% of the students

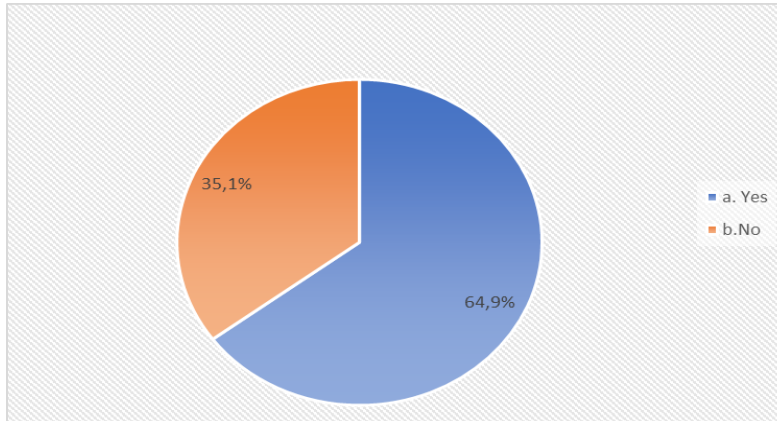
indicate that the teacher never creates a suitable environment for learning. This suggests that, although the majority of students perceive that the learning environment is adequate at times, there are still areas of opportunity to improve consistency in creating a conducive space for learning.

Teachers not always can create an appropriate atmosphere in classes because there are too many students and the size of the classroom is reduce, so the teacher can even move around the class to monitor students. So, an inconsistent and unsuitable environment can hinder concentration, increase distractions, and limit students' active participation, which negatively impacts the effectiveness of the teaching-learning process. According to Hattie (2020), a structured and positive classroom environment increases student engagement and facilitates the acquisition of new skills, especially in language learning, where constant practice and communication are essential. This allows students to practice and use English effectively, improving both their fluency and comprehension.

6. Does your teacher establish strategies to control large classes?

a. Yes	24	64,9%
b. No	13	35,1%
Total of students	37	100%

Figure 6. Strategies in large English class



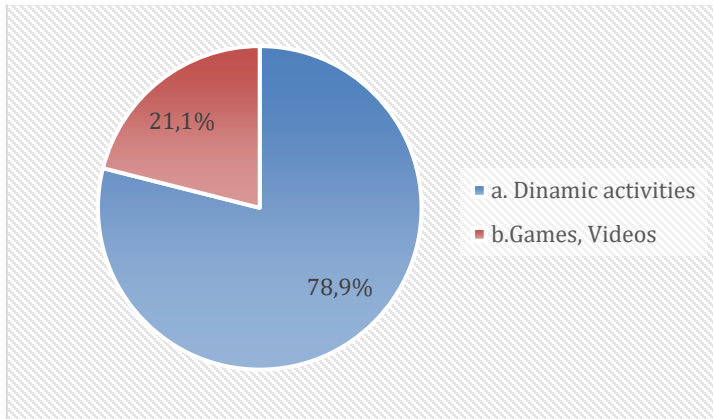
Teachers use specific strategies to control students' behavior, as affirmed by 64.9% of the students, while 35.1% indicate that these strategies are not used.

In a large classroom, students may not pay attention or follow the teacher's instructions due to the large number of people present. It makes behavior management difficult to control and provide activities to evaluate and provide feedback. The use of specific strategies to manage the classroom is essential to maintaining order and organization to teach as it allows teachers to better handle the dynamics and ensure that students stay focused. Emmer and Sabornie (2015) argue that the use of effective classroom management tools not only helps maintain order and discipline in large classes but also increases student participation and optimizes communication, creating an organized environment that contributes to academic success. These strategies make learning more interactive and engaging, helping to combat the lack of motivation and the risk of distraction in large groups.

What strategies teacher's use in large classes?

Dinamic activities	15	78,9%
Games, Videos	4	21,1%
Total, of students	19	100%

Figure 7. Strategies in large English class.



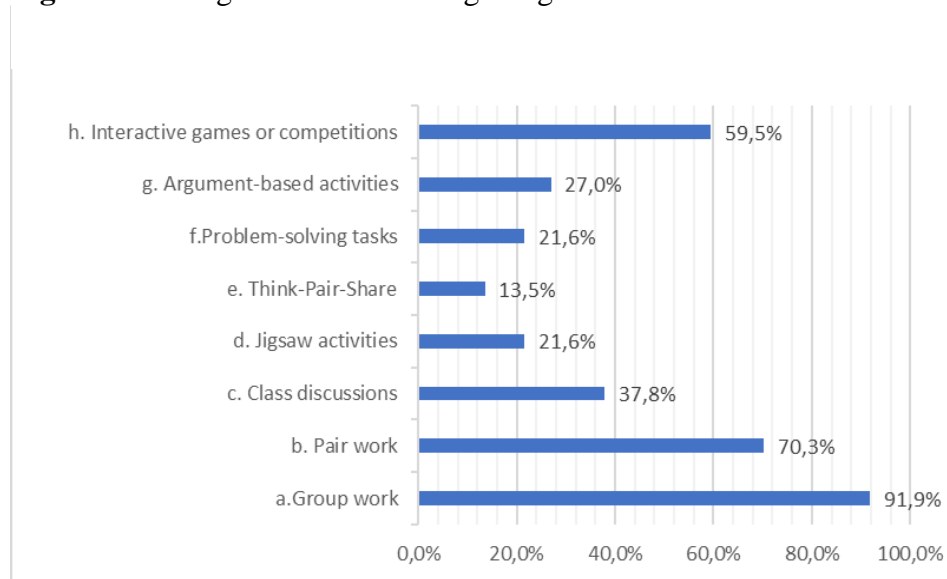
The results show that 78.9 % of the students mentioned that the strategies that teachers use in large classes are dynamic activities and 21.1% of the students mentioned that they use the strategies of games and videos.

Teaching strategies in large English classrooms often involve interactive and engaging activities that foster student involvement. Given the challenges of managing a large group, educators must implement strategies that not only capture students' attention but also facilitate meaningful learning experience. Harmer (2019) notes that these types of activities not only keep students motivated but also encourage active participation. Furthermore, group dynamics, such as debates or friendly competitions, promote cooperative learning. Therefore, these activities not only enhance language skills but also create an engaging social learning environment. In this regard, Cazañas and Ramirez (2024) mention that the most commonly used strategies include motivating students, establishing classroom rules, and organizing the class into work groups.

7. What teaching strategies does your teacher use most often in large English classrooms?

a. Group work	34	91,9%
b. Pair work	26	70,3%
c. Class discussions	14	37,8%
d. Jigsaw activities	8	21,6%
e. Think-Pair-Share	5	13,5%
f. Problem-solving tasks	8	21,6%
g. Argument-based activities	10	27,0%
h. Interactive games or competitions	22	59,5%
Total of students	37	100%

Figure 8. Strategies most use in large English class.



The analysis of teaching strategies in large English classrooms reveals that group work is the most commonly used method, with 91.9% of students indicating that their teachers frequently implement this strategy. Additionally, 70.3% of students report that paired work is also utilized, allowing for more focused interaction between students. Furthermore, 59.5% of students acknowledge the use of interactive games and activities, which contribute to making lessons more engaging and dynamic.

Teachers are using strategies that are effective in large English classrooms because they promote active student engagement, peer interaction, and collaborative learning. They help compensate for the limited individual attention teachers can provide in overcrowded settings. In this context, Chica (2023) states that these strategies encourage active student participation, which is key to maintaining student engagement in large classes. Active learning of a foreign language requires the implementation of collaborative strategies that foster interaction among students, which is essential to achieve meaningful learning. On the other hand Ante (2017) states that teachers' success in managing large classes is not particularly affected by the large number of learners, but by the learners' disinterest in learning the language. In addition, teachers of large classes increasingly tend to use Spanish more than English.

9. RESEARCH IMPACTS

This study focuses on the educational context as it provides information on key aspects of students' perceived problems related to classroom organization, rules, communication, classroom atmosphere, and identifies motivational strategies, monitoring tools, activities such as group work, teamwork, interactive games, which play a key role in teaching language learning in large English classrooms. By addressing classroom organization, teachers can create a structured environment that allows for smoother transitions between activities and helps maintain focus on learning objectives. Establishing clear and consistent rules is also essential, as they set expectations for behavior and help foster a sense of responsibility and respect among students. Motivational strategies, such as engaging activities and varied teaching methods, encourage active participation and create a positive environment conducive to learning. Group work, peer collaboration, and interactive lessons can also foster student engagement and promote meaningful interactions in large groups. This study provides English teachers with information to enhance the learning experience, helping to create an environment in which students feel motivated and supported in their growth.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

- According to theoretical review the communication, classroom atmosphere, and active participation are key factors affecting the teaching-learning process in large classes.
- The results showed that communication between teachers and students is one of the biggest challenges, making instructions unclear and limiting interaction in the classroom. Additionally, factors such as organization, classroom rules, and the learning environment also present difficulties that impact the overall classroom dynamic.
- Students recognize that strategies such as group work, pair work, and interactive activities contribute to improving participation and content comprehension. Furthermore, the use of monitoring tools by teachers has been perceived as a useful resource to enhance teaching in large classrooms.

10.2 Recommendations

- To address communication challenges in large English classrooms, it is recommended that teachers implement strategies to improve interaction and clarity of instructions. This includes using concise and structured explanations, visual aids, and digital tools that facilitate understanding. Encouraging open communication through question-and-answer sessions and interactive discussions can also help reduce misunderstandings.
- To overcome difficulties related to organization, classroom rules and the learning environment, teachers should establish clear and structured rules from the beginning of the course. Additionally, maintaining a positive learning atmosphere can be achieved by using effective classroom management techniques, such as setting expectations, reinforcing student engagement, and providing consistent feedback to maintain order and motivation.
- To enhance student participation and engagement, it is recommended to incorporate interactive teaching methods such as group work, pair work, and educational games. These strategies can make learning more dynamic and inclusive. Moreover, teachers should continue using monitoring tools to track student progress and ensure that all learners are actively involved in classroom activities.

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