This bibliography has four major sections, including:

(1) the learning and teaching of English in large classes; (2) the learning and teaching of other subjects in large classes; (3) class size and achievement; and (4) cultural background and large classes. Both published and unpublished materials are contained in the bibliography. The bibliography is partially annotated. (JL)
LANCASTER - LEEDS

LANGUAGE LEARNING IN LARGE CLASSES

RESEARCH PROJECT

LEARNING AND TEACHING IN LARGE CLASSES :
A BIBLIOGRAPHY

HYWEL COLEMAN

PROJECT REPORT NO. 1
Hywel Coleman

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Lancaster-Leeds

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Please see the last two pages of this report for details of other publications in the Project Report series, and for ordering information.
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Introduction

1 Organisation

The Bibliography has four major sections: the learning and teaching of English in large classes; the learning and teaching of other subjects in large classes; Class size and achievement; and Cultural background to large classes.

Section 1 is itself sub-divided, according to the source or type of reference. Sub-section 1.1, the longest, contains published materials on the teaching of English in large classes. Sub-section 1.2 lists the publications of the Language Learning in Large Classes Research Project. A range of miscellaneous unpublished materials are listed in Sub-section 1.3. The next sub-section has the title "Unpublished works by members of the Language Learning in Large Classes Research Project"; in fact, it lists all the papers which members have presented in colloquia and panel discussions organised by the Project over the last few years. Some of these papers have subsequently been published, and these are indicated appropriately. In cases where members of the Project have produced 'independent' unpublished papers which are not associated with the public events organised by the Project, these are listed under the "General unpublished" heading in Sub-section 1.3. The final sub-section, 1.5, lists Negotiated Studies and Dissertations dealing with large classes which have
been produced by M.Ed. and M.Ed.TESOL students at the University of Leeds in recent years.

The next major part of the Bibliography, Section 2, lists works, both published and unpublished, which discuss the teaching of subjects other than English in large classes. Section 3 concentrates on the relationship between class size and achievement. Finally, Section 4 - a very short section - lists works which provide background from Chinese, Arabic and Ivorian society regarding the role of large classes in traditional education systems.

2 Scope

The first version of the bibliography on large classes, containing only a handful of items, appeared in 1987. Since then, it has been revised and expanded on frequent occasions, and it is the eleventh version which now appears as Project Report Number 1. Version 9, published by the British Council in April 1988, contained a total of 40 entries. Version 10, distributed by the Project in October 1988, had 98 entries. The present version has a total of 367 entries, distributed as follows:

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The original suspicion that the literature has almost nothing to offer on the question of large classes has not, therefore, been confirmed.

Almost all the entries in Section 1 (apart from those in Sub-section 1.4) have been annotated and a reasonable degree of thoroughness can probably be claimed for this part of the Bibliography. However, regular updating will still be required, and there is clearly potential for Sub-section 1.3, the list of unpublished works, to expand further as more references come to light.

Many but by no means all of the entries in Section 2 - those dealing with the teaching of other subjects in large classes - have been annotated, although a considerable proportion of the abstracts are taken from secondary sources. It is likely that, without too much trouble, this Sub-section could be much expanded.

Section 3 - which deals with the relationship between class size and achievement - is already fairly long, with 126 entries, but it could certainly be expanded even further. Furthermore, very few of the entries in this Section have been annotated.
Thus it can be seen that the present version of the Bibliography is merely one in a continuing series and that further versions will be required in the future. The three major sections of the Bibliography are arranged in order of decreasing thoroughness, from the teaching of English in large classes, through the teaching of other subjects, to the relationship between size and learning.

3 Sources

Users of the Bibliography will rapidly discover that many entries are not to be found in easily accessible sources. Many of the items in Section 1 are either completely unpublished or have been published in teachers' association newsletters and journals which have a limited geographical distribution (such as SPELT Newsletter from Pakistan, The Language Teacher from Japan, and Newsletter for Portuguese Teachers of English). Very often, my attention has been drawn to materials of these types by colleagues in other parts of the world. Indeed, the bibliography will continue to grow only if this process continues.

The entries in Section 2, by definition, are drawn from disciplines other than language teaching. To some extent I have depended on chance discoveries, but I have also drawn heavily on the bibliographies of Bolton 1988, Bolton 1989 and Weimer and Kerns 1987. Once again, this Section can develop further only
with the assistance of colleagues who bring new items to my attention.

Section 3, as has been observed, is the least thorough of the Bibliography's three major parts. It is largely a fusing of items taken from the bibliographies provided by Bolton 1989, Glass, Cahen, Smith and Filby 1982, Ryan and Greenfield 1975, Ryan and Greenfield 1976, and Wright, Shapson, Eason and Fitzgerald 1977. Nicki McLeod has been instrumental in providing copies of most of these secondary sources. A very great deal more work is required here, both to annotate the entries which already exist and to extend the list.

4 Notes on presentation

This is a partly annotated Bibliography. Where an abstract is provided, it is descriptive rather than evaluative (except in the case of items which themselves are book reviews).

An abstract is my own if there is nothing which indicates that it comes from any other source, as in the following example:

[Fast and furious drilling techniques developed for use with classes of 55 in a Mexican university. Completely teacher-centred.]
Quotation marks but with no other indication of source mean that the material is taken from the original item or from an abstract provided by its author, as in the following:

"High quality instruction can be achieved in a foreign language classroom even though the class may be large by traditional standards, with as many as 60 students. Attitudes, class structure, classroom activities, and the teacher's role all play a part in this process in such classes."

In cases where secondary sources have been used, the source is always indicated. If this is accompanied by an abstract, this abstract may be a rephrasing of that given in the secondary source, as in the first of the two examples which follow, or it may be a direct quotation from the secondary source, as in the second of these examples:

[Reference from Weimer and Kerns 1987. Discusses reliability and validity of different tests when used in large classes.]

[Reference from Bolton 1989. "The large class is perceived in student evaluations to be effective if it is well managed, if the teacher is obviously well-prepared, and when the pace of the class is on par with the student's learning pace."]

5 Conclusions

I would like to thank the many colleagues who have brought items to my attention. I would also like to take this opportunity of encouraging colleagues to continue to assist me in this way.
Section 1: The learning and teaching of English in large classes

1.1 General published materials

[Argues that CLL can be adapted for use in large classes because it is primarily concerned with learners' needs. Nevertheless, disadvantages increase with increasing size.]

[Though originally designed for classes of about 12, Suggestopedia can be used with up to 100, though with decreasing efficiency.]

[Traces history of use of Silent Way in large classes. Suggests that there are no disadvantages in using Silent Way in large classes.]

[Based on experience of teaching English to classes of sixty and teachers' workshops with up to eighty people. Recommends blackboard response charts and posters as alternatives to time-consuming oral presentations from group representatives.]

[Presents techniques used with classes of 50+ at Hakodate University, Japan: information gap, pair dictation, and matrix quiz game. Also discusses indexing as a whole-class management procedure, and a taxonomy of organisational strategies.]

[Fast and furious drilling techniques developed for use with classes of 55 in a Mexican university. Completely teacher-centred.]
[Rejects traditional marking. Proposes 'devolution' of responsibility, via awareness raising, group marking, and then self-marking.]

Bell, Alexander. 1842. Principles of Simultaneous Reading Adapted for Classes of Five Hundred or One Thousand Pupils. London.

[Describes group work with classes of 30-35 primary school children in Yugoslavia. See also Bibić 1974b.]

[Follows on from Bibić 1974a, with a more detailed description of group work with classes of 30 primary school children. Teacher intervention is fairly frequent and much of the work done in the groups is structural.]

[Chapter 5, "Unsupervised work", includes a short section on "Large classes and personal supervision", pp 72-73. In large classes, as learners progress, more and more of their work must be undertaken in pairs or in groups, without direct teacher supervision. But each period of group work must be followed by a period of solitary "reflection and absorptive study" (p 72).]

[The "large conversation class" is defined as having "twenty or more" learners. Proposes whole-class games and role plays.]

[The video and print materials were commissioned by USIA. They consist of "a short videocassette ..., a series of workshop activities, and a number of reprint articles from the English Teaching Forum. The training package is aimed at the needs and abilities of foreign teachers of English, those in-service and those training to be teachers."

...
articles are reprinted from *English Teaching Forum*, but only four deal with large classes. These are listed below and noted individually in this section:

Williams, Carol Feddy and Williams, Terrence Lee. 1987.
Dixon, Duncan. 1987.]

[Chapter 12, "Simulation work with large classes", pp 41-46, considers the organisation of simulations in "a class of thirty or more students". Recommends that every learner in a class of 30+ can be given a role, as a "major" speaking participant, as a "minor" speaking participant, or as a "listener" (e.g. as a journalist making notes on a meeting).]

[Reference from Bruder and Paulston 1987.]

[Discusses ELT situation in Japanese universities, in which large classes are a prominent phenomenon. Seeks to dispel three myths : that students can learn only within the classroom, that teachers must control learning, and that students will not study unless they are tested. Proposes alternative forms of classroom management.]


["... evaluating ... pupils' compositions can be much more interesting than the traditional way of marking every mistake and possibly correcting it too. This article is an attempt to give teachers a few alternative techniques for evaluating compositions, techniques for dealing with sentence-, paragraph- and composition-level errors."

[Describes a course for classes of 50 to 60 management students. The method involves simplification of a story presented on the blackboard, with subsequent exercises growing out of the story.]

[Based on a paper presented at the 1985 JACET conference in Nagoya. Discusses problem of marking written work produced by classes of 65 students. "The approach to English composition detailed here involves the rewriting of model stories to conform to specified situations. It enables students to write large volumes of correct English without the use of dictionaries or rephrasing into Japanese."]

Christensen, Torkil (ed.). 1988a. The Learner in Large Classes. (Special issue of The Language Teacher, Volume 12, Number 12, November 1988.).

[Includes several articles and items, most of which are concerned with large classes. The following deal specifically with large classes and are noted separately in this section (unless indicated otherwise) :
Reinelt, Rudolf. 1988a (see Section 2 below).
Christensen, Torkil. 1988b.

Christensen, Torkil. 1988b. Reviews in brief. In Torkil Chistensen (ed.), The Learner in Large Classes. (Special issue of The Language Teacher, Volume 12, Number 12, November 1988.) p 45.

[Review of Nolasco and Arthur 1988. "Large Classes makes considerable effort to be relevant to the conditions teachers meet," but occasionally it "gives the impression that it has forgotten what it is dealing with." ]


[Describes an attempt to bring about a radical change in the behaviour of teachers and learners in ELT classrooms in an Indonesian university. Average class size was 55; some classes had 110 learners.]


[Describes the experiment discussed in Coleman 1987a in greater detail, concentrating on task design.]

Coleman, Hywel. 1988a. Language learning in large classes project. English Teaching Information Circular, Number 20,
[A description of the work of the Lancaster-Leeds Language Learning in Large Classes Research Project. This has since been superseded by Project Report Number 2, The Study of Large Classes.]

[An earlier version of the present bibliography. This was the ninth version; the present one is the eleventh.]

Coleman, Hywel. 1989. The relationship between large class research and large class teaching. SPELT (Society of Pakistan English Language Teachers) Newsletter, Volume 5, Number 1, December 1989. pp 2-10.
[Reviews the Lancaster-Leeds Language Learning in Large Classes Research Project and focuses on teachers' reports of problems in large classes. Proposes five pedagogical principles which emerge from the categories of problem identified.]

[38 primary ELT teachers in Sabah, East Malaysia, with classes of up to 60, participated in a questionnaire survey. The paper discusses what the teachers would like to do in their large classes but cannot, what makes teaching in large classes difficult for them, and the ways in which they compensate for their large classes.]

[In a short section, pp 8-9, uses class size as one of several arguments against employing an interactive interpretation of "communicative" language teaching: "In summary, group work in any class makes extra calls on the teachers' confidence, expertise and willingness to do extra work. Large classes make such work impossible."

[Discusses English conversation classes of 35-40 law students at Himeji Dokkyo University, Japan. Class time was divided into shorter, more intensive periods and class numbers were divided into smaller groups. Different tasks were then given to the various groups.]

"It is possible to teach composition to large classes of students if teachers are willing to surrender some of the control of evaluation through peer response, allow the students to do some writing that will not be evaluated, and limit the number and type of comments they make about their students' writing to those that are most useful." Reprinted as Dixon 1987 and Dixon n.d.


Dobbyn, Michael. 1976. An objective test of pronunciation for large classes. *English Language Teaching Journal*, Volume 30, Number 3, April 1976. pp 242-244. [Proposes a simple test of ability to pronounce phonemes in sentence-length contexts. Average administration time is 85 seconds per learner, so the procedure can easily be used with large numbers.]

Edge, Julian. 1980. Teaching writing in large classes. *English Language Teaching Journal*, Volume 34, Number 2, January 1980. pp 146-148. [Identifies two problems when teaching writing in large classes: providing opportunities for preliminary discussion, and marking. Proposes a procedure, developed with classes of 48 at the University of Alexandria, Egypt, in which the teacher indicates merely the location of errors in written work, but then learners correct their peers' errors and provide feedback.]

Faulkner, J. 1986 Games for Large Classes: EFL Activities for Lower Intermediate Secondary and Vocational Students. Canterbury: Pilgrims Publications. ISBN 0-948497-0. [Collection of communicative activities for secondary level classes of 30-40. Some activities are designed so that they can be used only with larger classes.]

[Discusses use of choral reading and choral answering/drilling, in sections (i.e. rows or blocks) rather than the whole class. Discussion continued in Forrester 1964b, 1965a and 1965b.]


[Continuation from Forrester 1964a. Discusses use of "limited individual reading, controlled individual answers, and quick drills" to enable every individual learner to have oral production checked by teacher. Provides hints for rapid marking of written drills. Discussion continued in Forrester 1965a and 1965b.]


[Continuation from Forrester 1964a and 1964b. Discusses use of groups, particularly with younger learners. Discussion continued in Forrester 1965b.]


[Continuation from Forrester 1964a, 1964b and 1965a. Considers use of groups in large classes, particularly with older learners, for writing precis and compositions.]


[Chapter 3, "Dealing with the large class", pp 22-31, discusses the use of groups in school and college classes of up to 160. Identifies several advantages, makes suggestions for avoiding problems, and emphasizes the importance of extremely detailed planning.]


[Chapter 8, "Organisational problems, and retrospect and prospect", considers "organisation of the class" in a short section and comments: "For intensive work, classes of ten or so are desirable, but for purely mechanical work hundreds, according to Dr Richards, may learn at one time. Any type of mass production, however, is not without its weaknesses." (p 111)]


[A large class is defined as having "40 or more". Recommends various ways of using TPR for giving instructions to groups in the context of large classes.]

[Discusses foreign language teaching in the context of American high schools. Chapter 4, "How well can Americans learn a second language?", pp 65-78, looks at various constraints on language learning in the educational context, including scheduling. Considers experiments in "flexible scheduling", one of the assumptions underlying which is that "the size of a class group should vary from day to day and from class to class according to its purposes." Corollaries to this assumption suggest that certain learning activities are best performed individually, others in groups of six to eight, and yet others with groups of 100 or more (p 70, 1st ed; p 74, 2nd ed). The experiments in flexible scheduling have had varied success.]


["With a class of forty or more, the best argument is that 'groupwork' is a more economical and productive use of valuable class time for oral work." Briefly considers seating arrangements, noise, appointing group leaders, keeping groups busy, and production of errors.]

Helgesen, Marc (ed.). 1986a. *Teaching Large Classes*. (Special issue of *The Language Teacher*, Volume 10, Number 14, December 1986.)

[Includes several articles and items, most of which are concerned with large classes. The following deal specifically with large classes and are noted separately in this section:

Adams, Carl. 1986.
Hoskins, Barbara. 1986.
Helgesen, Marc. 1986b.]


[Acknowledges problems of learners' shyness about speaking in front of 40 or 50 peers, of loss of personal contact between student and teacher, and of monitoring language use. Suggests solutions.]

Holliday, Adrian. Forthcoming. Large and small class cultures in Egyptian university classrooms: A cultural justification for curriculum change. In Hywel Coleman (ed.), *Society and the Classroom: Social Explanations for Behaviour in the Language Class*.

[A comparison of expatriate and local teaching styles in
Egyptian undergraduate English classes revealed different types of teacher-student rapport. "In small classes of less than 50, the traditional approach of local lecturers seemed more effective and culturally appropriate. However, in large classes of between 50 and 450, the more rationalised expatriate approach seemed more effective."

Hoskins, Barbara. 1986. Four authors discuss their books on large classes. In Marc Helgesen (ed.), Teaching Large Classes. (Special issue of The Language Teacher, Volume 10, Number 14, December 1986.) pp 27-32.

[The authors are Nicholas Ferguson, Marc Helgesen, George Isted, and Jack Richards. Questions discussed are: What is a large class? What are major problems facing teachers of large classes? Are there any advantages for teachers of large classes? What is the role of drill in large classes? How do authors' materials meet needs of large classes?]


[Identifies eight issues affecting the current state of ELT in Pakistan. One of these is "classes", and specifically class numbers. "One must realize, however, that large numbers of students are a reality that will remain so for a long time to come. The need then is for innovative classroom management techniques ... rather than expecting class numbers to go down."


[Discusses situation at Ramkhamhaeng University, Bangkok, where classes have from 200 to 5000 students at a time. Lectures and closed-circuit television are used; some lecturers encourage students to submit written questions beforehand and the lecture is used to respond to these questions.]


[Describes method used with large college classes in China and Korea to evaluate learners' oral communicative ability. Learners sit in a circle and discuss a given or selected topic for 15 minutes, while the teacher/tester listens. At
elementary level individuals are scored; at higher levels both the individual and the group are scored."


[Reference from LoCastro 1988. Respondents to questionnaire survey gave 40 as the ideal class size. There was a marked increase in teacher dissatisfaction when classes exceeded this number.]


[Reference from LoCastro 1988. 35% of student respondents to questionnaire survey were satisfied in classes of 20 or less, 34% in classes of 21-30, and 21% in classes of 31-40.]


[A "large group" simply means the whole class, i.e. 25 learners. A "small group" is a sub-division of the whole class, i.e. 3 or 4 learners. Discusses ways of bringing appropriate discourse procedures to the attention of learners.]


[Reference from Bolton 1989. Class size is one factor affecting job satisfaction.]


[Suggests sets of exercises of different difficulty levels for classes of 40-70.]


[Survey of research on ELT class size in Japan. Concludes by asking: "Do large-size classes produce less learning or just different learning? Can we place a value on such learning as being 'good' or 'bad' or just different? ... Large-size classes may ... be a complex issue involving at the very least culture, ideology, and values." Reprinted as LoCastro 1989.]


Luckett, Joseph W. 1988. Motivation in the large classroom. In Torkil Chistensen (ed.), The Learner in Large Classes. (Special issue of The Language Teacher, Volume 12, Number 12, November 1988.) pp 13-15. [Students appear to be unmotivated because large classes are intimidating. This can be overcome by forming permanent groups within the class, using tasks, and getting students to make their own materials. Any change requires careful preparation for it to be accepted.]

[The interview is based on the questionnaires developed by the Lancaster-Leeds Language Learning in Large Classes Research Project. Classes range from 40 to 115; ages range from 6 to 23.]

[Describes gradual approach adopted by teacher trainers working with British teachers of large classes in Morocco. The introduction of change in the classroom should itself be done gradually and should involve an element of learner training. Reprinted as Nolasco and Arthur 1986b.]

[Reprint of Nolasco and Arthur 1986a.]

[Definition of "large class" depends on experience of teacher involved and may range from 20 to "several hundred". Provides a simple introduction to language teaching in fairly difficult circumstances, with an emphasis on communicative techniques. Reviewed in Christensen 1988b.]

[The large class has "fifty or more" students. Recommends "Dialogue Games" for pairs of students being taught by non-native speaker teachers who are unsure of their competence in the target language. Though the games are highly structured, it is claimed that they help to develop "integrated" rather than "compartmentalized" control of the language.]

[Reference from Johnson 1988. Presents "an oral test based on role play that can be used for large groups."]

[Describes problem of university level compulsory freshman English classes in universities in Japan with over 50 poorly motivated non-English major students. Concentrates on listening skills, partly because this is less threatening than other activities.]

[Large classes are defined as having 40+ students. The paper describes a procedure for facilitating pair work in state secondary schools in Singapore. Suggestions are provided for vocabulary, drills, dialogues, pronunciation, reading and writing with tango seating.]


[Reprint of Samuda and Bruton 1981.]


[Reprint of Samuda and Bruton 1981.]


[Provides suggestions for working with large classes in Pakistan, in situations where "the physical presence of 150 to 200 students in a class is a hard fact that cannot be ignored." These suggestions include the formation of groups, the use of games, and confidence-boosting activities for the teachers of large classes.]


[Identifies large classes as one of three problems facing ELT in Pakistan. Describes an experiment, with a voluntary class of 104 young female adults, to increase individualisation of learning tasks and individualisation in large classes.]


[Appendix II, pp 92-94, on "Group work and pair work", provides suggestions for pair and group work in classes of 100 or more. Suggestions are in two main areas: the formation of groups, and the correction of written work.]


[Describes a teacher-training workshop session where]
participants pooled problems and then pooled solutions to problems concerned with large classes.]

[Record (by Mumtaz Shafaat) of a workshop which indicated that "pair work and group work can be successfully introduced at about any level, even with 'large' classes."]

[Describes how an individual, pair and group activity - suitable for use with large classes - was demonstrated in a workshop.

[Recommends using tasks based on learners' dictionaries, in groups, as an alternative to lecturing to large classes.]

[Report on group work used with classes of 40-50 first year undergraduates at a university in Taiwan. Senior students were put in charge of small groups of freshmen students. Both sides gained from the experience; eventually the groups functioned without the senior students. Emphasises the reduction of stress experienced by students who, when speaking, are addressing only the other members of a small group rather than the whole class. See also Sprenger 1976.]

[Reports on developments of the experiment described in Sprenger 1973. Senior students are paired with freshmen and encouraged to develop a social life together outside the classroom using only the target language. 80 students (40 seniors, 40 juniors) could be accommodated in this way.]

[Provides a series of hints, mostly adapted from other sources, on techniques appropriate for use in large classes.]

[Brief description of a workshop in which four groups of teachers concentrated on identifying positive aspects of large classes and preparing checklists of procedures for enriching large classes.]


"By 'unfavourable conditions' we mean a class consisting of over 30 pupils (more usually 40 or even 50), congested on benches (not sitting at individual or dual desks, accommodated in an unsuitably shaped room, ill-graded, with a teacher who perhaps does not speak English very well or very fluently, working in a hot climate" (p 1). Chapter 2, "Useful devices in the large class" (pp 6-15), stresses the importance of helping learners to learn "how to learn" because they are not going to receive one-to-one teaching from the teacher.


[Discussion of an attempt to introduce ideas relating to individualisation in ESL teaching for teacher training classes at University of San Carlos, Guatemala. After graduating, the trainees can expect to teach classes of 60 to 100 pupils in the public school system. Reprinted as Williams and Williams 1987 and Williams and Williams n.d.]


[Reprint of Williams and Williams 1979.]


[Reprint of Williams and Williams 1979.]

[Reference from Holliday. Forthcoming.]
1.2 Publications of the Language Learning in Large Classes Research Project


[The present report.]


[Justifications for studying large classes; activities of the Language Learning in Large Classes Research Project; areas where further research is required.]


[Considers four interpretations of teachers' complaints about class size.]


[Country-by-country analysis of 201 responses to a questionnaire about teachers' perceptions of class size.]


[Analysis of responses by 96 teachers and 94 students in Japan to two questionnaires concerning perceptions of class size.]


[Analysis of responses by 30 university lecturers in Nigeria to two questionnaires concerning perceptions of class size.]


[Categorisation of the difficulties reported by 113 teachers of large classes in several different countries.]


[Analysis of the perceptions of 15 South African primary
teachers of class size and of the difficulties experienced in large classes.]

[Categorisation of the difficulties reported by 28 lecturers in large classes in an Indonesian university.]

[Account of the five stages in the process of evolving a category system for the analysis of the difficulties experienced by teachers in large classes.]

[Categorisation of approaches to the management of large classes to be found in the literature of ELT and education in general.]

[Discusses possible explanations for the fact that some studies do not show that class size affects rate of learning.]
1.3 General unpublished materials


[Based on research at Montgomery College, Washington, D.C., with ESL classes of 75 or more. Argues (a) that teachers have more quality time for students if they teach one large class rather than three or more medium-sized classes, and (b) that students in large classes achieve results which are as good as, and sometimes better than, those in smaller classes.]


[Examines the "smaller is better" hypothesis. Looks at student attitudes to large classes. Proposes strategies for managing large classes. Suggests "survival skills" for teachers in large classes.]


[Demonstration of a variety of role play activities.]


[Teachers of large classes are "fortunate" in that they are "forced to confront issues of classroom interaction patterns, curriculum and syllabus design, and evaluation." Describes situation at University of La Laguna, Tenerife, Spain, where experimentation with large classes has led to introduction of "revolving roles" in groups.]


[Participants in three Moray House teacher education programmes were asked to identify their major problems regarding ELT. These responses gave rise to a list of 12 most commonly cited problems, one of which was "The classes contain too many pupils". Respondents to a second questionnaire were then asked to rate these problems in terms of whether they were "not a problem", "a minor problem" or "a major problem". A higher proportion indicated that large classes constitute a "major" problem than did for any of the other 11 problems. Respondents were then asked to rate the problems on a 5-point scale indicating whether these problems are easy, difficult or impossible to solve. The problem of large classes was most frequently rated as
"very difficult to solve" and least frequently rated as having "simple solutions" available.]


[Ten suggestions for dealing with large classes, gathered from a variety of sources, were presented in the form of a questionnaire to participants on the Moray House Dip. TEFL. Responses concerning the extent to which the proposals could be implemented varied considerably. The most positive response was gained by the idea of using story telling for the whole class; the most negative response was given to the idea of combining with another teacher for workshop type activities. Various conclusions concerning the incorporation of a problem-solving dialogue into teacher education programmes are reached.]


[Demonstration of a procedure consisting of a series of interactive activities which function with large numbers of learners and without constant teacher supervision.]


[Argues that in difficult "remedial" situations "communication cannot realistically be visualised ... but can only be aimed at as the target to be reached eventually". Thus teachers of large classes should use choral repetition and drills to help learners internalise the basic language corpus, ready for communicative use at a later date.]


[Describes system developed in Hong Kong Polytechnic where 5 or 6 English language tutors meet 600-700 engineering students occasionally; responsibility for learning is delegated to groups of three students.]


[Discusses responses to a questionnaire survey of 28 lecturers teaching English at two universities in eastern Indonesia. All found class size to be a major or the major problem. Largest classes taught averaged 100.3, ranging from 40 to 140. For the majority of respondents, these were
considerably larger than the perceived point at which classes are intolerably large.]

[Provides suggestions for working with large classes in Pakistan, in situations where "the physical presence of 150 to 200 students in a class is a hard fact that cannot be ignored." These suggestions include the formation of groups, the use of games, and confidence-boosting activities for the teachers of large classes.]

[Identifies large classes as one of three problems facing ELT in Pakistan. Describes an experiment, with a voluntary class of 104 young female adults, to increase individualisation of learning tasks and individualisation in large classes.]

[Discusses the role of English in Indonesia, large ELT classes in Indonesia, experiences in large classes in other countries, and proposed solutions for large classes. Solutions fall into three areas: methodology (classroom environment, group work, communicative activities outside the class, and changing teachers' and students' roles); materials (particularly reading); and evaluation (classroom checks and formal tests).]

[The paper was related to a workshop presented at the same conference; see Taylor 1981b. A summary of the paper, under the title "Coping with the reality of large, unmotivated EFL classes in secondary schools", appeared in IATEFL Newsletter 73, June 1982. pp 41-42. The paper is primarily concerned with the issue of motivation in difficult situations, one of the characteristics of which is large classes.]

[The workshop was related to a paper presented at the same conference; see Taylor 1981a. A summary of the workshop appeared in IATEFL Newsletter 76, January 1983. p 43. The emphasis was on learners, in pairs, revising textbook dialogues to take account of their own interests.]
[Detailed report of work carried out in a Centre for British Teachers Project in primary schools in Brunei. Classes numbered up to 42. The work discussed consisted of peer observations, teachers' discussions, and workshops.]

[Retrospective account, in note form, of a two-year experiment in the use of groups in large classes at University of La Laguna, Tenerife, Spain.]

[Detailed analysis of the responses of 74 English teachers working in 2 tertiary, 7 secondary and 10 primary institutions in Asmara, Ethiopia, to two questionnaires concerning perceptions of class size and practice in large classes. Largest primary class was 86 (average 63); largest secondary class was 86 (average 58); and largest tertiary class was 41 (average 28).]
1. Unpublished works by members of the Language Learning in Large Classes Research Project

1 Papers presented in the Colloquium, "Language Learning in Large Classes: Current Research"; TESOL Convention, Chicago, Illinois, 1988:


Coleman, Hywel. 1988. The largeness of large classes.
[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 4.]

Hubbard, Peter. 1988. Language learning in large classes in Mexico.

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 5.]

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 7.]

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 9.]

2 Papers presented in the Colloquium, "Language Learning in Large Classes: Research Update"; TESOL Convention, San Antonio, Texas, 1989:

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 3.]


Coleman, Hywel. 1989. Approaches to the management of large classes.
[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 11.]

Hubbard, Peter. 1989. Teaching English to large classes in the University of Guadalajara High School System, Mexico.

Ramani, Esther. 1989. Qualitative approaches to research in large classes (India).

3 Papers presented in the Panel Discussion, "Language Learning in Large Classes"; IATEFL Conference, University of Warwick, 1989:

Allwright, Dick. 1989. How important are lessons, anyway? [Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 12.]

Coleman, Hywel. 1989. Approaches to the management of large classes. [Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 11.]

McLeod, Nicki. 1989. Large classes in Malaysia: what do we want to know about them?


4 Papers presented in the Colloquium, "Language Learning in Large Classes: Recent Developments"; TESOL Convention, San Francisco, California, 1990:


Clarke, David. 1990. ELT projects in Africa and large classes.


Burgess, Sally. 1990. Devolving power in the large class context.

Coleman, Hywel. 1990. The relationship between large class research and large class teaching.

Ramani, Esther. 1990. Using large classes to develop the teacher as researcher.
Papers presented in the Panel Discussion, "Language Learning in Large Classes: Recent Developments"; IATEFL Conference, Trinity College, Dublin, 1990:

Kowitz, Johanna. 1990. Large classes at the university level in Egypt.

Allwright, Dick. 1990. Large classes: management problem or self-management opportunity?

Herrera, Juana. 1990. Teaching writing to large groups.

McLeod, Nicki. 1990. Large is embarrassing.

Ramani, Esther. 1990. Using large classes to develop the teacher as researcher.

Coleman, Hywel. 1990. The relationship between large class research and large class teaching.

1.5 University of Leeds M.Ed. assignments

[Examines national policy on class size; surveys headteachers' attitudes to large classes through a questionnaire survey; proposes general principles for dealing with the problems.]

[Analyses reports made by 14 Nigerian university lecturers of the ways they help learners to learn in large classes.]

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 8.]

[Discusses responses of 94 secondary school learners in Zanzibar to a questionnaire investigating the strategies which they employ in learning English in large classes.]

[Considers the literature of behaviour at the levels of collectivity, group and crowd for the study of large classes.]
Section 2: The learning and teaching of other subjects in large classes

[Reference from Bolton 1989. Describes a course taught by television, with "availability for conference by telephone at certain hours each day."]

[Work based on classes of "up to seven hundred". Six items of advice are: don't be intimidated, prepare carefully, be natural, be personal, prevent students from feeling anonymous, stay in touch with teaching assistant.]

[Reference from Weimer and Kerns 1987. Suggestions for managing large classes, particularly regarding desirable and undesirable student involvement in the lecture.]

[Reference from Lowman 1987.]

[Reference from Bolton 1989. Discusses factors affecting job satisfaction, including class size. Teachers mention large classes as the major obstacle to composition instruction, but teaching hours are the largest factor in their perception of workload.]

Bell, James and Lewis, Karron G. n.d. Teaching larger business communication classes effectively via small group techniques. Study in progress.
[Contact Dr James Bell, Department of General Business, The University of Texas at Austin, Austin, Texas 78712-1111, USA.]

[Reference from Bolton 1989. Discusses factors affecting
teacher job satisfaction. Class size was the major factor influencing 21% of teachers who left a school district. It was also a more important factor in teacher demoralisation than low salaries.]

[Reference from Ryan and Greenfield 1976.]

[Reference from Bolton 1988. A survey of teachers in Melbourne, Australia, found that learner achievement is not a function of class size *per se*. There is a positive correlation between class size and learner achievement when certain teacher practices are employed, and a negative correlation between class size and achievement when these practices are not employed. These practices include probing by the teacher, follow-ups, and waiting for students to formulate answers.]

[Reference from Weimer and Kerns 1987. Contains articles on team learning in large classes, and on student engagement and teacher power in large classes.]

[Reference from Weimer and Kerns 1987. Argues that lecture-discussion method can work successfully in mass instructional settings.]

[Reference from Weimer and Kerns 1987. Account of student feedback on a team-taught course with two lecturers and 400 students.]


[Reference from Weimer and Kerns 1987. Proposes various alternatives for use in classes up to 200.]

[The details discussed are discipline, punctuality, attentiveness, cheating, and use of questioning in large classes.]

[Reference from Bolton 1989. Describes a procedure used with classes of 270, in which "students are required to work together on specific tasks that teach concepts or skills. Students use their own and others' resources to work through problems the teacher presents."

[Dismisses myth that class size is negatively related to achievement. Insists on the need for small groups or "teams" and for a wide variety of teaching procedures in the large class.]

[Chapter 4, "Sur la taille des classes", pp 97-126, questions whether learning takes place more effectively in smaller classes. It surveys research in France and Scandinavia which indicates that the highest scoring pupils tend to be found in classes of 26-35, rather than in classes of 16-25.]


[Reference from Bolton 1989. Discusses teacher stage fright when facing large numbers.]


"High quality instruction can be achieved in a foreign language classroom even though the class may be large by traditional standards, with as many as 60 students. Attitudes, class structure, classroom activities, and the teacher's role all play a part in this process in such classes."

[Reference from Weimer and Kerns 1987. Identifies five environmental conditions which hamper communication in large classes.]


[Reference from Bolton 1989. "Generative activity" is proposed for classes of 70+ psychology students, but "students may need training in the use of generative processes" and "students may not be comfortable when asked to engage in generative activity." ]

[Reference from Weimer and Kerns 1987. Discusses advantages of using undergraduate teaching assistants in large classes.]

[Reference from Bolton 1989. Emphasises importance of seeing lectures as not being an efficient method of communicating information. However, lectures may have other functions, such as drawing students' attention to a topic.]

[Reference from Bolton 1988. A survey which indicates that teachers and students perceive small classes as "necessary for effective instruction".]

[Reference from Weimer and Kerns 1987. Identifies four principles for a well-organized large class.]
[Reference from Weimer and Kerns 1987. Discussion of techniques for giving and marking assignments in industrial chemistry classes of 120.]

[Reference from Weimer and Kerns 1987. "Proposes useful and logically backed suggestions, which are just what the less entertaining and meeker/milder faculty need."]

[Reference from Weimer and Kerns 1987. Quality circles are used as a means for keeping in touch with the feelings of students in large classes.]

[Contact Dr Karron G. Lewis, Center for Teaching Effectiveness, The University of Texas at Austin, Austin, Texas 78712-1111, USA.]

["Teaching and learning activities that occurred in large university classes were studied with attention to the extent students are being involved and whether that involvement makes a difference in their attitudes and performance. At the University of Texas at Austin, 19 large (100 students and larger) classes, representing the college of liberal arts, natural sciences, engineering, and business, were studied. Each class was observed at least once a week. ... Findings include the following: students rated instructors more highly who tested at higher cognitive levels (e.g., gave essay exams); instructors who relied heavily upon visuals were rated lower than those who used them only at strategic points; all of the instructors lectured an average of 80-95 per cent of each class."]

[Reference from Bolton 1989. Suggests a "learning-for-mastery approach" in which students take "frequent quizzes in one or more alternate forms ... until mastery is achieved."]

[Suggestions for the provision of feedback, under the headings "Evaluation that promotes a learning orientation in large classes", "General suggestions ...", "Common in-class methods of evaluation in large classes", and "Common out-of-class methods".]


[Reference from Bolton 1989. A survey of economics and business students who were "unfavorably disposed to large classes." Results show that "what correlated with their negative opinions was not the variable of class size, but other variables such as the popularity of the instructor, grades, subject matter, and even the gender of the evaluating student."]


[Reference from Lowman 1987. Includes papers on control over student involvement in large classes, on parallels between the theatre and large classes, on encouraging personal contact in large classes, on classroom organization, and on teacher preparation for facing large classes.]


[Reference from Weimer and Kerns 1987.]


[Reference from Bolton 1989. Reports a survey of large classes at the University of Minnesota. "In psychology, philosophy, accounting, law, and education ... large groups correlated with achievement positively. However, there was a superiority of performance for smaller classes in French." Warns that research instruments may favour small classes.]


[Reference from Weimer and Kerns 1987. Chapters 19-22 discuss various aspects of teaching in large classes.]

[Reference from Glass, Cahen, Smith and Filby 1976.]


[Reference from Bolton 1989. Strategies concern roles of group members, group objectives, relationships between members, etc.]


[Reference from Ryan and Greenfield 1975.]


[Reference from Weimer and Kerns 1987. "Team learning is an instructional format ... (that makes) extensive use in the classroom of permanent, heterogeneous, six- or seven-member student learning groups."]


[Reference from Weimer and Kerns 1987. Description of restructuring of a maths course "with the aim of forcing students to work through basic courses' procedures and concepts."]


[Reference from Bolton 1989. Proposes a short writing task at the beginning of every large class session, based on reading. Assessment is only in terms of whether the essay shows evidence of the student having done the required reading.]


Reinelt, Rudolf. 1988a. Generally addressed questions in large classes. In Torkil Chistensen (ed.), The Learner in Large Classes. (Special issue of The Language Teacher, Volume 12, Number 12, November 1988.) pp 15-18. [Considers generally addressed questions (= questions asked by the teacher but not directed to a specific individual) in German language classes in Japan. Learners in Germany and Japan respond differently to such questions. Makes proposals for encouraging Japanese learners to respond to generally addressed questions.]


[Reference from Weimer and Kerns 1987. Based on experience of teaching psychology to a class of 1200; considers general educational goals in such situations.]


[Reference from Weimer and Kerns 1987. Provides theoretical and practical background for use of Personalized System of Instruction (PSI) in large classes.]


[Reference from Weaver and Cotrell 1987. Provides advice for lecturers inexperienced in use of small groups.]


[Very briefly discusses educational sociology and economics of education and what they have to say about class size, pp 426-427.]


[Reference from Weimer and Kerns 1987. Advice on organizing teaching assistants.]


["Outlines the piloting, development and evaluation of a curriculum innovation for undergraduates (which) was designed to teach law to large groups at progressively higher levels of cognitive functioning. The innovation is a substantial modification of the case method, in which the lecturer poses questions to students. ... Traditional lecturing in which the lecturer talks and the students take notes does not occur at all." The method has been tried with groups of up to 100.]

University of Illinois. n.d. Teaching Large Classes. Urbana-Champaign: Office of Instructional and Management Services.

[Reference from Weimer and Kerns 1987. Pamphlet containing advice on planning and teaching in large classes.]

Wales, C.E. and Nardi, A. 1981. What can you do to improve student performance in a large class? Engineering Education,
[Reference from Weaver and Cotrell 1987.]

[Reference from Weaver and Cotrell 1987. Identifies five specific uses for small group discussions in large classes: to look at assigned readings, to develop new ideas, to extend lecture material, to solve problems, to examine students.]

[Argues that "passion" can create "the intense, driving, transcending feeling that can raise lecturing to a special plane of greatness."]

[This volume consists of articles by the following educationists working in the American tertiary system. A wide range of approaches is represented. Each article is noted separately in this section unless otherwise stated.]

[Survey of the papers constituting her collection (Weimer 1987a). Class sizes of at least 100 are taken as the starting point. Characteristics of the large class are that the possibility of an "individual relationship" between teacher and student is precluded, not every student who wishes to speak can be given an opportunity, and the marking of written work can be totally time-absorbing. Aims to provide practical alternatives rather than "radical...".
alterations" in classroom practice. "To those students who will attend large classes, we have an obligation to do something more than debate the propriety of various class sizes."


[32 titles, under the following headings: "Being able to teach without always having to lecture", "Large audiences are unnerving", "Getting students to think", "Providing quality learning experiences in introductory courses", "The impersonal climate of the large class", "Making the most of teaching assistants", "Providing good feedback", "Doing the best possible job", "How faculty in other disciplines cope with large classes", and "Locating good general references on teaching large courses". All items from Weimer and Kerns are included in Section 2 of the present bibliography.]


[Reference from Weimer and Kerns 1987. Discusses reliability and validity of different tests when used in large classes.]


[Reference from Weimer and Kerns 1987. Includes articles on the use of personalized instruction, on student assessment in large classes, and on the evaluation of teacher effectiveness in large classes.]


[Analysis of survey of 800 students. For 58%, classes become large somewhere between 75 and 150. 41% preferred classes over 100 in size. Topics dealt with include students' positive and negative feelings about large classes, students' perceptions of the amount learned in large classes, students' perceptions of the characteristics of the ideal teacher of a large class, and students' evaluation of their own learning in large classes.]
Section 3: Class size and achievement

[Reference from Ryan and Greenfield 1975.]

[Reference from Ryan and Greenfield 1976.]

[Reference from Wright, Shapson, Eason and Fitzgerald 1977.]

[Reference from Ryan and Greenfield 1976.]

[Reference from Ryan and Greenfield 1976.]

[Reference from Ryan and Greenfield 1976.]

[Reference from Glass, Cahen, Smith and Filby 1982.]

[Reference from Bolton 1989. It is suggested that teachers' worry about large classes is "self-induced and contrary to the findings of objective research." Furthermore, student achievement is "independent of class size and of student preference for various class sizes. Students achieved even when they were assigned to classes other than the classes they said they preferred."


Clark, Michael C. and Petersen, F. Thomas. 1975. Class size and college teaching: Does it really make any difference? St Joseph, MN: College of St Benedict. ERIC Document Reproduction Service No ED 125.381. [Reference from Bolton 1989. Large classes "seem not to cause an erosion in quality from the point of view of administrators who see no significant contrast between small and large classes in instructional process or product." ]


Cope, Charles Lucius, Jr. 1980. A comparison of a large lecture format featuring small group discussion with a traditional lecture-test format in a decision mathematics course. Dissertation Abstracts International, Volume 41 (03A), 973. [Reference from Bolton 1989. Compared performance of an experimental class of 80, taught occasionally in small groups, with a control class of 30. Learner satisfaction was higher in the experimental large class, but achievement showed no significant difference.]


Cotton, K. and Savard, W.G. 1980. Class size research on school effectiveness project : Topic summary report. Portland, Oregon : Northwest Regional Educational Laboratory. ERIC Document Reproduction Service No ED 214 705. [Reference from Bolton 1989. A meta-analysis of 35 earlier studies on class size and achievement found that 20 of these were valid. But "increasing or decreasing class size does not appear to have any predictable effect on achievement."]

Craig, Eleanor D., O'Neill, James B. and Elfner, Douglas. 1977. Large class retention : The effects of method in macroeconomics. Paper presented to the Eastern Economic Association. Hartford, Connecticut, April 1977. ERIC Document Reproduction Service No ED 143 580. [Reference from Bolton 1989. A comparison of "small" (40-75) and "large" (250+) classes of economics students found more positive attitudes towards the subject among students in small classes. But "cognitive performance remained comparable for small and for large class groups" both immediately after the end of the course and up to four years later. It was also found that "large classes are better
predictors of retention (that is, how long students stay in school) than small classes."


pp 90-93.
[Reference from Ryan and Greenfield 1975.]

[Reference from Ryan and Greenfield 1976.]

[Reference from Wright, Shapson, Eason and Fitzgerald 1977.]

[Reference from Stephens 1967.]

[An exhaustive meta-analysis of studies concerning class size and achievement. Includes chapters on "Pupils, money, and performance", "Class size and learning", "Attitudes, feelings, and teaching in small classes", "Why are smaller classes better?" and "Which research do you trust?"]

[Reference from Cohen and Manion 1989.]

[Reference from Reinelt 1988a. A relationship is identified between class size and achievement in a survey of studies of classes up to 40 students below 15 years of age.]

[Reference from Glass, Cahen, Smith and Filby 1982.]

[Reference from Ryan and Greenfield 1976.]

"An attempt to determine experimentally the relationship between the number of pupils handled per teacher and the achievement scores of pupils in geometrical drawing. ... The experiment was carried out on 103 First Form pupils of a Secondary School. ... There is no significant relationship between social organization and attainment in the subject." Findings regarding class size are "inconclusive".

[Reference from Ryan and Greenfield 1975.]


[Illustrates "methods by which empirical research results concerning cost and effectiveness can be combined to assist in making choices on how to improve school quality." Also, argues that the provision of media such as textbooks or radio would "usually be far more cost-effective in low-income countries than would reducing class size." In high income countries, the situation is not so clear, unless the cost of computer-assisted instruction continues to fall relative to teachers' salaries. Reprinted as Jamison n.d.]

[Reprint of Jamison 1982.]

[Reference from Jamison 1982. "Our review ... concluded that available evidence on class size and achievement was so mixed that there was no particular reason to think achievement was much influenced by class size."]

[Reference from Ryan and Greenfield 1975.]


King, J.H. and Lindsay, E.J. 1975. Evaluation of teaching effectiveness in large courses. In G.L. Wolford and W.M. Smith (eds), *Large-Course Instruction*. Hanover, N.H. : Office of Instructional Services and Educational Research and Department of Psychology, Dartmouth College. [Reference from Weimer and Kerns 1987. "Although somewhat dated, this chapter thoroughly evaluates teaching effectiveness in large classes. A decision chart ... helps to clarify important goals and necessary procedures for constructive evaluation."]

Knapper, Christopher. 1987. Large classes and learning. In Maryellen Gleason Weimer (ed.), *Teaching Large Classes Well*. San Francisco and London : Jossey-Bass. pp 5-15. [Concerned with the effectiveness of the learning experience in a large class. Puts forward a list of seven questions which the teacher of large classes needs to ask him/herself concerning the following topics: objectives of large class teaching, assessment of learners, relationship between lecture and other teaching modes, techniques in the large class, involvement of teaching assistants, encouragement of learning-to-learn, evaluation of teaching.]


Lewis, Karron G. 1982. *The Large Class Analysis Project (Final Report)*. Austin, Texas : Texas University Center for Teaching Effectiveness. ERIC Document Reproduction Service No ED 260 089. [Reference from Bolton 1989. "The large class is perceived in student evaluations to be effective if it is well managed, if the teacher is obviously well-prepared, and when the pace of the class is on par with the student's learning pace."

[Reference from Ryan and Greenfield 1975.]


[Reference from Bolton 1989 and from Reinelt 1988a. Reports a survey of large classes at the University of Minnesota. "In psychology, philosophy, accounting, law, and education ... large groups correlated with achievement positively. However, there was a superiority of performance for smaller classes in French." Warns that research instruments may favour small classes.]


Marklund, Sixten. 1962. Skolklassens Storlek och Struktur : Studier Rörande Elevernas Kunskaper i Relation till Klassens Storlek och Homogenitet. (Stockholm Studies in Educational Psychology Number 6.) Stockholm : Almqvist & Wiksell. [Study of 189 classes at grade 6 in the Swedish compulsory school system (i.e. 13 year olds), aimed at finding whether size and homogeneity of class have a significant influence on achievement. In homogeneous classes, in all subjects except English, classes of 26-30 achieved more than classes of 21-25. Smaller classes tended to achieve more in English. In heterogeneous classes, however, few differences could be associated with class size. Abstracted in English in Marklund 1963.]


[Reference from Ryan and Greenfield 1976.]


[Reference from Bolton 1989. In the light of ambiguous findings from most class size studies, calls for more attention to be paid to the opinions of teachers.]


[Reference from Ryan and Greenfield 1976.]


[Reference from Bolton 1989. Observation of teachers in large classes found that "there is less diagnosis and prescription, fewer reading groups, and more behavioral problems." Thus, "large classes may cause a serious problem for language learners who rely on such techniques as diagnosis and prescription and close reading."]


[Reference from Ryan and Greenfield 1976.]


[Reference from Wright, Shapson, Eason and Fitzgerald 1977.]


[Reference from Glass, Cahen, Smith and Filby 1982.]


[Reference from Ryan and Greenfield 1975.]


[Reference from Ryan and Greenfield 1975.]
[Reference from Glass, Cahen, Smith and Filby 1982.]

[Reference from Ryan and Greenfield 1976.]

[Reference from Glass, Cahen, Smith and Filby 1982.]

[Reference from Ryan and Greenfield 1976.]

[Reference from Ryan and Greenfield 1976.]

[Reference from Ryan and Greenfield 1976.]

[Reference from Glass, Cahen, Smith and Filby 1982.]

[Reference from Ryan and Greenfield 1975.]

[Nine major conclusions, concerning definition of "large class", teachers' individualisation of instruction in classes perceived as small, relationship between class size and achievement, student attitudes to class size, etc. "The most important variable in the classroom situation is the teacher. Class size research has failed to adequately control or manipulate the teacher variable, and until this is done we will not have a complete picture of the effects of class size."
(p 225)]

to the Effects of Class Size, Pupil-Adult and Pupil-Teacher Ratios. Toronto: Ontario Ministry of Education.


Silver, A.B. 1970. English Department Large-Small Class Study: English 50-60. Los Angeles: UCLA Clearinghouse for Junior College Information. 14 September 1970. [Reference from Bolton 1988. Detailed study at Bakersfield College, California, found that there is no significant difference in post-test achievement scores between large classes and small class control groups in developmental English.]

Simmons, H.F. 1959. Achievement in intermediate algebra associated with class size at the University of Wichita. College and University, Volume 34. pp 309-315. [Reference from Glass, Cahen, Smith and Filby 1982.]


[Reference from Wright, Shapson, Eason and Fitzgerald 1977.]


[Reference from Bolton 1988. A review of the literature and an annotated bibliography. Concludes that "For the most part, the findings show that large classes versus small classes have little or no effect in student performance."]


[Reference from Jamison 1982. "Class size affects the quality of the classroom environment. ... Class size affects pupils' attitudes. ... Class size affects teachers."


[Reference from Bolton 1989. Concludes that most research on class size is "methodologically weak and should be evaluated study-for-study."


[Reference from Ryan and Greenfield 1976.]


[Very briefly reviews the literature from the 1950s and 1960s regarding class size and educational achievement in general, p 75. According to Stephens, it provides very little - if any - evidence that pupils learn more in smaller classes. It does indicate, however, that learners prefer small classes, and that learners rate their teachers more highly in smaller classes.]


[Reference from Wright, Shapson, Eason and Fitzgerald 1977.]


[Reference from Glass, Cahen, Smith and Filby 1982.]


Section 4: Cultural background to large classes


[Section on "Early Muslim Education", pp 19-21, covering the first four centuries of Hijrah, discusses twelve characteristics of the education system. The last of these features is the method of teaching, in which classes of up to 1000 students occurred: "The method of instruction of higher learning was unique. The teacher gave his lecture, uttering phrases or sentences one by one. A student or a teaching assistant would recite the same words loudly, so that they could be taken down by the students. The teacher would then start the discussion with those students sitting near him, and the circle of discussion would expand. ... Sometimes in a lecture more than five hundred inkpots were seen. This meant that more than a thousand students were attending the lecture and taking notes." (p 21)]


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