A Comparative Study of the EFL Reading Achievement of Students in Large and Small Classes

Kriengsukdi Syananondh เกรียงศักดิ์ สยะนานนท์ Watana Padgate วัฒนา พัดเกตุ

Abstract

The study compared the development of EFL academic reading skills between those of undergraduate students in a large and those in a small class environment. The proposed hypothesis was that there was no difference of student reading achievement influenced by the number of students. The subjects were two groups of students enrolled in the course 205301: Reading Academic English at Naresuan University, Phitsanulok, Thailand. The findings of the study suggest that the proposed classroom activities contributed to the development of EFL reading ability in the large class. The number of students in the class was not necessarily the primary concern in teaching of reading, but the instructors and their teaching techniques were more important.

บทคัดย่อ

งานวิจัยนี้เปรียบเทียบพัฒนาการทักษะการอ่านเชิงวิชาการภาษาอังกฤษเป็น ภาษาต่างประเทศระหว่างทักษะของนิสิตระดับปริญญาตรีในสภาพแวดล้อม ที่เป็นชั้นเรียนขนาดใหญ่และชั้นเรียนขนาดเล็ก สมมุติฐานที่เสนอคือ ความ แตกต่างของจำนวนผู้เรียนไม่มีอิทธิพลต่อผลสัมฤทธิ์ในการอ่าน กลุ่มตัวอย่าง ของงานวิจัยนี้ได้แก่ นิสิต 2 กลุ่มที่ลงทะเบียนเรียนในรายวิชา 205301 การอ่าน ภาษาอังกฤษเชิงวิชาการ ณ มหาวิทยาลัยนเรศวร จังหวัดพิษณุโลก ผลการวิจัย ชี้ให้เห็นว่า กิจกรรมในชั้นเรียนที่นำเสนอในงานวิจัยนี้ส่งผลให้เกิดพัฒนาการ ด้านความสามารถในการอ่านภาษาอังกฤษเป็นภาษาต่างประเทศในชั้นเรียน ขนาดใหญ่ จำนวนผู้เรียนในชั้นเรียนอาจไม่ใช่ปัญหาสำคัญในการสอนอ่าน แต่ผู้สอนและเทคนิคการสอนมีความสำคัญกว่า

Rationale

Among many relevant constraints of the EFL instructors in the Thailand state universities, having too many students in classrooms can be one of the most important problems. According to Carver (1988), participants in three Moray House teacher education programs 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.

A great number of EFL research studies as well as common sense suggest that smaller classes offer teachers the chance to devote more time to each student so as to improve their learning. On the other hand, most EFL teachers also know how difficult it is to get students to achieve fluency in English. This may be mainly due to large classes, limited time, and inappropriate use of teaching materials and/or teaching methodology. Lai (1994) found that teaching in large classes was one of a number of problems mentioned by Hong Kong teachers in a questionnaire. Many felt class sizes should be reduced. Accordingly, a number of institutions have tended to implement class size reduction programs and others are in the process of development.

For Heath (1982), with a class of forty or more, the best argument is that 'group work' is a more economical and productive use of valuable class time for oral work. The author briefly considers seating arrangements, noise, appointing group leaders, keeping groups busy, and production of errors. Reducing class size, however, is not so simple and may increase cost and create challenging teaching and learning problems or constraints. This situation has forced the EFL teachers and the researchers in related fields to generate important research, based on the implementation of a number of approaches trying to overcome these problems. On the other hand, teaching a large class also creates the challenge of working out a clear and educationally defensible rationale for teaching, and of teaching effectively and efficiently (Newble & Cannon, 1989).

Quite often, due to the lack of teaching staff and for some economic reasons, a large number of students ranging from 50 to 100 or more were packed into a single classroom. The concept of "large class", as suggested by many scholars, has been widely used by many EFL teachers and researchers during the past two or three decades. However, this concept cannot be defined precisely and accepted by all; for example, fifteen students can be considered a "large class", but most EFL teachers working in Thailand will probably have to teach a class with more than that number. In some cases, teachers in Thai universities will have to teach classes of more than one hundred students (personal experiences). This constraint, however, is just an example of the many problems that any EFL teacher will probably face.

Adams (1986) argues that communicative language learning (CLL) can be adapted for use in large classes because it is primarily concerned with learners' needs. Nevertheless, disadvantages increase with increasing size. Baxter (1989) rejects traditional marking. The author further proposes 'devolution' of responsibility, via awareness raising, group marking, and then self-marking. Caprio (1989) discusses the ELT situation in Japanese universities, in which large classes are a prominent phenomenon. Caprio also 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. The author then proposes alternative forms of classroom management.

Gillespie (1996) proposes that all the instructors should expect a climate of support in their institution so that teaching large classes can become "exemplary"- a very good model, suitable to be copied by other people. This kind of support includes access to technical assistance and to appropriate hardware and software to support new media learning, as well as opportunities for reduced loads, and using teaching assistants. In the view of Kramsch (1987), 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. With appropriate effort and/or support, however, McKeachie (1994) agrees that the large class can indeed be an effective teaching and learning environment. At the institution in which the present study was conducted, most of the classrooms are air-conditioned and fully equipped with technology and audio-visual aids. Following and implementing these viewpoints of Mckeachie (1994) and Gillespie (1996) in a large EFL class, the present study anticipated that the students in a large class would be as successful in reading as those in a small class. Sarwar (2001) describes the PBL (project-based learning) approach and argues that it is effective in mixed ability classes of 150 adults in Pakistan.

Many other research studies previously conducted in the area of EFL large class teaching and learning reveal a lot of useful insights. For example, LoCastro (1988) conducts a survey of research on ELT class size in Japan. The researcher 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" (p. 11).

In addition, Coleman (1989b) reviews the Lancaster-Leeds Language Learning in Large Classes Research Project and focuses on teachers' reports of problems in large classes. The author proposes five pedagogical principles which emerge from the categories of

problems identified. Coleman (1989a) focuses on the justifications for studying large classes; activities of the Language Learning in Large Classes Research Project; and areas where further research is required. Kumar (1992) reports an attempt to explore the question whether it is class size which makes a difference to the language learning opportunities made available to learners. Classroom interaction data from traditional and activity-based English classes of different sizes are compared in terms of the opportunities made available to learners to interact meaningfully. It is found that in these classes, it is the nature of the teaching-learning activities and the teacher's role and attitude which influences the nature of learner participation and the patterns of interaction rather than class size per se.

Holliday (1996)'s study--a comparison of expatriate and local teaching styles in Egyptian undergraduate English classes--revealed different types of teacher-student rapport. He concluded that 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 rationalized expatriate approach seemed more effective. Hayes (1997) examines an in-service teacher training session in Thailand which was intended to help teachers to deal with problems related to teaching large classes. The issues raised by teaching in large classes are rarely addressed in pre-service training courses. Those teachers-and they are numerouswho have to cope with classes that contain 50 or more learners are, therefore, often ill-prepared to deal with the situation in which they find themselves in schools. This study is based on the author's previous experience in north-east Thailand, and his continuing involvement there in teacher development work.

Nunan (1988) stated that there are also several features that should be applied when teaching large classes. First, the teacher should pay special attention to classroom management. Secondly, he should also be aware of how to get in direct contact with his students, offering direct feedback. Finally, it should be quite advisable to let learners control the learning process. These three aspects should be considered in order to develop a good syllabus which could help us improve our teaching activity. Similarly, according to Palmer (1998), one of the most difficult things to do in a large classroom is trying to get the attention of every single student. For him, a large class can be seen as nothing more than a group of smaller classes in the same room. It may be interesting to turn control over to small groups whenever possible, trying to get everyone involved in the different activities; if we do not do so, students may not get much practice, and they may feel too bored. Palmer also maintains that the great advantage of dividing the class into different groups is that, once the teacher has provided an accurate framework and set the task, students can take over, set their own targets, plan their development, organize themselves into groups, and work at their own pace. Hedge (1988) added that the teacher's roles will be to advise, assist, monitor, and keep up motivation. The principal purpose is to let the learners control their own learning process. The present study also strictly followed Nunan (1988), Hedge (1988), and especially Palmer (1998).

In this study, the target course is "205301: Reading Academic English." The ability to read academic texts is considered one of the most important skills that our university students need to acquire. For most parts of the reading instruction in the EFL university courses, the main focus tends to be placed on text processing and the reader's understanding of the language of the text. However, the issue of the

development of EFL academic reading skills in the large class environment at the university level when compared to the small one has not yet been fully investigated. Thus, there is a need to find out the application of a large classroom reading situation that best suits and most benefits the students involved.

Research Design and Teaching Procedures

The subjects of the study were 113 Naresuan University students who were enrolled in two classes of the course 205301: Reading Academic English (Sections 6 and 21). The objective of this course was to prepare the students for academic materials written in English in their academic disciplines. One section was rather large, consisting of 86 science students, while the other consisted of 27 education students. Using an Intact Group Design, the large group served as the experimental group and the smaller the control group. Both classes were taught by the same instructor using exactly the same teaching materials (a commercial textbook) but different teaching techniques. That is, in the large group, the students were asked to work in groups of about 7-10 students while those in the small group worked individually as in a traditional class. The classes met three hours per week. The students were unaware that they would eventually be taking part in the study.

It was the primary intention of the present study to create class activities that would aid the students in the large class to develop their reading skills. The students in the experimental group (the large group) were then divided into smaller groups, each of which comprised about 7-10 students. The members of the groups were

assigned to work together closely, side by side. The teacher treated each of these small groups as if it were a single student. This way, a large class would become like a small one with only about ten students. When the teacher wanted to address a question to the students, he would call them by the group number, not individual students as conventionally done. By this technique, the students might feel relaxed and might feel that all of them had a chance to participate in class. Moreover, encouraging group reading conditions in the classroom would help facilitate reading skill development. Gibbs and Jenkins (1992) state that the tone in a successful class will be "relaxed but purposeful". This "relaxed but purposeful" atmosphere can be achieved when the students know what is expected of them. It was expected that when the students worked in groups, they could feel safer and more relaxed than when having to work, and be called upon, individually. In addition, in accomplishing a group-work task, they could realize that the task was meaningful and purposeful. This, in turn, could raise the students' motivation in their learning. It was then hypothesized that the reading achievement of the students in the large and small classes in the present study would not be significantly different.

For both classes, each lesson began with 10-15 minutes of overviewing through the topic of a daily chapter, followed by a short discussion of current events. After the initial reading and discussion, the students were given a text to read and were asked to do the assignments on the accompanying exercises. The instructor, who also set the reading pace for the class, chose the text. Initial instruction was provided for teaching and demonstrating as well as for overcoming reading problems, such as text structure, language, and questions on

the exercises. The process of reading was paid most attention in both classes. The procedure follows the steps adapted from Konare

- 1. The instructor presents new vocabulary.
- 2. The instructor reads the text aloud to the class (who has not yet seen it).
- 3. S/he asks the students what the text is about.
- 4. The instructor reads it aloud again while the students follow it in their book. Then s/he may ask them one or two more questions.
- 5. The students read the text silently and try to remember as much as they can for the questions the teacher may ask afterwards.
- 6. The teacher asks oral questions on the text (among which literal, self-direct-reference wh-questions predominate) and students answer orally.

Large Classes Management

According to McGreal (1989), EFL teachers around the world often face large mixed-ability classes. For those who instinctively feel that they could do a better job in a smaller class, grouping is one technique that has been used to reduce the negative effects of large classes. The present study adopted and adapted McGreal (1989)'s 'Coping with a Large Class' as a model of large class management in this experiment as follows.

Grouping

Small group division was used to overcome the disparity of student aims and their varying levels of fluency in English. The class was divided into smaller units, and many learning activities were undertaken in a way that would not otherwise be feasible in a large class, such as group problem-solving or information-gap activities. In order to avoid problems during group-work activities, the current researchers adopted McGreal's guidelines (1989: 17) by:

- 1. intervening in group activities when there were potential troublemakers gravitating towards one group, which would form a gang.
- 2. ensuring that no group was seen to be inferior.
- 3. not leaving out isolates, and allowing the students to work in their own group of friends that mixed normally, if they wished to do so.

Arranging the groups

The following suggested class learning activities were strictly incorporated in everyday lessons.

- a. The large group was divided into groups of only seven to ten students to avoid too many small groups. These groups were organized according to a wheel pattern, where the instructor communicated or addressed through the leader of each group.
- b. The group tasks were kept simple, filled with information-gap activities, and containing interesting subject matter. All these elements helped to ensure that problems concerning the students' different disciplines or long embarrassed silence did not occur because the tasks were inappropriate to the students' interests, capabilities, or desires.
- c. The on-task activities to be done by the groups were highly structured, with specific non-linguistic goals that could realistically be achieved by the students using structures they had previously learned.

d. Less controlled activities were used with comparatively advanced students. They could, for example, be presented with a task such as using internet chatting, and, as a group, had to decide what to take with them. Role-playing activities were also used by groups for practicing new language structures.

McGreal (1989) further suggests that the important point to remember is that the students are acquiring the language only when they are personally engaged in an on-task activity in English. The goal of the activity used in this study was then made explicit to the students by the instructor in such a way that it could be achieved only by using or understanding the linguistic structures being studied.

The teacher's roles incorporated in the study

The teacher in this current study (one of the researchers) also made every effort to follow the guidelines provided by McGreal (1989). McGreal suggests the following:

- 1. The teacher should maintain a classroom atmosphere conducive to educational activities.
- 2. The teacher should be willing to share his power with the students in order to enhance the learning experience.
- 3. The teacher should not become less active in the classroom, but rather less the center of activity.
- 4. The teacher who is monitoring, encouraging, and participating in different classroom groups will be even more active than the traditional teacher.

Research instruments and data collection

In order to obtain the relevant data for the present study, the following procedures were used.

a. Student achievement scores/grades from the evaluation of the midterm test were used as the pre-test scores, and those from the final test were used as the post-test. Both tests were progress achievement tests based entirely on the teaching materials used. The pretest scores of the two groups (classes) were then used for three purposes. First, they were used for the purpose of the experimental research design. That is, they were used to match students in the small group and the large group with their equivalent scores. Twenty five (25) pairs could be matched approximately equivalently. The result was shown in Table 1. The t-test value (1.078) indicated that the two groups' average scores were not significantly different at the level of 0.05 degree of confidence. Thus they were equivalent groups statistically.

Table 1
Students in a Large Class and a Small Class Paired by their matched scores from the Pretest

Students	N	Mean	S.D.	t	p
Large Class	25	15.23	2.56		
Small Class	25	15.20	2 09	1.078	> .05
——————————————————————————————————————	<u></u>	1.7.20	ム. 07		

Second, their average post-test scores of the two groups (25 and 25) were then compared using a test of independent means, and the result obtained was used to determine the significant difference of the teaching effectiveness between small and large classes. Third, the

average of the gained scores (post-test scores – pre-test scores) of all students in the two classes (86 and 27) were compared to determine the significant difference. The results from both the second and third comparisons appeared in Table 2.

b. A questionnaire, concerning students' self and post-course evaluation of learning and teaching, and their self-designated classroom situations and/or factors influencing their reading achievement, was employed to gain further understanding of the findings. (see Appendix)

The Findings

The findings indicated that reading achievement of the students in the large class was higher than that of those in the small class.

Finding One

Since the mean scores of the pretest of both the experimental group and the control group showed no significant difference (Table 1), their post-test mean scores were compared statistically. The result from Table 2 indicated that the mean score of the experimental group the large class— (32.14, s = 3.11) was higher than that of the control group—the small class— (30.42, s + 3.05) statistically significantly with the level of 0.05 degree of confidence.

Table 2

T-test Statistics on the Differences of the EFL Academic Reading

Achievement of Students in the Experimental and Control Groups

Students	N	Mean	S.D.	t	þ
Experimental Group (Large Class)	25	32.14	3.11		
Control Group (Small Class)	25	30.42	3.05	1.827	0.05

In addition, the result of the t-test statistics on the difference between post-test gained scores of all students in both groups in Table 3 revealed the significant difference. The level of the large class academic reading achievement (n = 86, mean = 16.88, s = 4.76) was higher than that of the small class (n = 27, mean = 15.41, s + 3.63) with the level of 0.05 degree of confidence.

Table 3

T-test Statistics on the Differences between the Post-test Gained Scores of the Reading Achievement of Students in the Large and Small Classes

Students	N	Mean	S.D.	t	p
Large Class (total)	86	16.88	4.76	1 ~ 1 ~	
Small Class (total)	27	15.41	3.63	1.919	U.U5

Finding Two

In order to know how students in the study perceived the size of their classes, all students were asked to identify the size of their class on the basis of large, medium, and small. The data obtained were presented in Table 4. It was found that the majority of the students in the large class, representing 58.12%, thought that their class was large while almost forty percent (39.54) thought that it was only medium size. As for the small class, the majority (88.89%) thought their class was small.

Table 4 The Size of the Classes as Perceived by Students in the Large Class and the Small Class

	Students' Perception of Classroom Size			
No. of Students	Large	Medium	Small	
	n/%	n/%	n/%	
Class of 86 students	50/58.12	34/39.54	2/2.34	
Class of 27 students	1/3.70	2/7.41	24/88.89	

Further, one item of the questionnaire was used to ask the students in both classes to rate their perception of possible effects of the classroom size (if it were large) on their reading achievement based on the criteria of 10 (highest) to 1 (lowest). The result presented in Table 5 showed that, on average, both groups accepted that the class size influenced their reading achievement slightly higher than the mid-level (6.36, 6.29). Both means were not, however, statistically and significantly different.

Table 5

The Comparison of Students' Perception of the Effect of the Size of Classroom on their English Reading Achievement

Students	N	Mean	S.D.	t	p
Large Class	25	6.36	1.76		
				0.229	> 0.05
Small Class	25	6.29	1.20		

Finding Three

The study was also intended to find out what were the factors, in the students' perception, that influenced their reading achievement. Seven factors immediately concerning learning and teaching procedures generally known by most students were listed (see Table 6). The students in both classes - the experimental and the control groups - were asked to weigh each factor item on the basis of the following criteria: very much agree=5, rather agree=4, moderately agree=3, rather not agree=2, very little agree=1. The result appearing in Table 6 showed that the top three factors perceived by the students in both classes were exactly the same but different only by degree of magnitudes and rank orders. For the large class, item 7-Teacher(s), item 4-subject content, and item 5-teaching approach were ranked first, second, and third respectively. For the small class, the 1st, 2nd, and 3rd ranks were the item 4-subject content, item 5-teaching approaches, and item 7-teacher(s) respectively. For more detail, see Table 6.

Table 6 The Comparison of Students' Weighted Scores on Factors Influencing their English Reading Achievement

		Weighted Scores				
Factors		Large Group* Small Group				
		n=25	n=25			
1	Classroom atmosphere	88	96			
2	Learning activities	92	96			
3	Teaching facilities	82	91			
4	Subject content	107	106			
5	Teaching approaches	106	106			
6	Assessment	94	86			
7	Teacher(s)	118	104			

^{*} the experimental group ** the control group

Discussion and Recommendation

The true final goal of the present study is to seek the way or ways to teach a large EFL reading class and to get an acceptable outcome equivalent to that of the small class. As mentioned earlier, many research studies on this issue have been conducted, and consistent results reveal that teaching in a smaller class always yield more successful learning.

In the present study, it is quite an interesting experience treating a large class as a combination of small classes or small groups of students. This pedagogical teaching approach proved to be effective in promoting cooperative and student-centered learning as a by product, in spite of the fact that the primary concern of small group division was to give a chance for the instructor to get involved with all the students indirectly.

The small class which was used as a control group is traditionally seen as a competitive learning class. The large class, on the other hand, consisting of several small classes in this study, can be seen as a cooperative or collaborative learning class. Surprisingly, as a by product as well, the reading achievement of the students in the large class (the experimental group) turned out to be, to some extent, higher than that of the control group (the small class). It is surprising because the researchers' primary intention was to show that by using our teaching approach, the large class students would be able to perform their reading task equally successfully when compared with that of those in the small class.

Noticeably, having several small classes in one large class happened to bear beneficial effects on some students who wanted to hide themselves by taking shelter within the smaller subgroups, thus creating a relaxing learning atmosphere for them to learn more peacefully.

Treating a large class as if it were a class consisting of seven to ten small groups of students, the instructor could see that each group of students receives a larger portion of the educational resource and the instructional time, and consequently learn more, and certainly not less than that of the real small class.

The various small groups in a large class are more likely to be friendlier places, where students develop better relationship with their group members. The explanation for why the students in the large class in this study gained a better reading achievement than those in the small class may derive from the fact that the learning situations encourage them to become more engaged in classroom activities.

The question of the class size is not only or simply a matter of less or more. Some students in both groups of the study perceived the classroom size differently. For example, the large-size class (86) of the study may be seen as a medium one or large one. The explanation for this finding may be due to the differences in students' previous experience from different institutions. However, it is not too much to say that the pattern of research evidence only favors class reduction if it is substantial and brings about a class size below a certain threshold. It is, moreover, unlikely that there is a specific number of the class size which guarantees a beneficial effect. As a matter of fact, it is fairly clear that there are some other factors affecting learning and teaching as well. For instance, the students in the large and small classes in the present study accepted that the three factors affecting their reading achievement were teachers, teaching approaches, and the subject content. For them, the classroom size affected their learning achievement only at the level of 6.29-6.36 out of 10 (10=the most, 1=the least), which was slightly above the average level. This finding leads to the understanding that if the students are provided with qualified or capable teachers, proper teaching approaches, and proper and interesting subject content, their learning achievement should be successful. This also means that the class size seems to play a minor roles and the problems with limited budget, time, and number of the EFL teachers can be further minimized to some extent.

In conclusion, it is evident that the teacher's roles in the large EFL reading class could be described as those of an instructor and facilitator. Through the use of small group division, the instructor can interact with each student through the whole group during every class meeting. They also have the opportunity to get individual and group assistance, clarify points and/ or discuss problematic issues. Students provided with some help or moral support from the group may feel free and more secure to question or disagree with the instructor. The instructor may need to be ready to lead discussion for mutual understanding and assistance and leave behind the authoritative roles that the instructor may be very much familiar with and the competitive learning situation of small classroom learning.

It is clear that reducing class size basically leads to higher EFL student reading achievement. However, class size reduction also represents a considerable commitment of budgets and facilities, and its implementation can impact heavily on the availability of qualified instructors and space. By contrast, there are several ways to implement teaching EFL in large classes, and there is more than one way to teach in a large class, depending on how it is done. From the findings of the present study and some teaching experience gained from the experiment, it is humbly proposed that strengthening instructor's teaching quality and classroom management may lead to students' higher EFL reading achievement. Probably, McGreal's insight (1989) concerning large-class management is worth serious consideration as a practical solution, especially when the reduction of a class size is not possible.

Although the evidence in support of small language classes is clear, EFL teachers still often find themselves having to cope with large classes. Nevertheless, EFL can be taught in these large classes. The positive aspects of teaching small groups can be simulated in large class environments. The individual teacher's role is crucial in determining the rate of language

acquisition and learning in the classroom. By re-organizing the classroom to allow more opportunities for communicative interactions and on-task activities, students will be in a better position for acquiring the second language (McGreal, 1989: 19).

References

- Adams, C. (1986). The new methods in large classes: I: Community language learning in large classes. In: Helgesen, M. (ed.). Teaching Large Classes. (Special issue of the Language Teacher) 10(14), pp. 20-21.
- Baxter, A. (1989). Essay correction and large classes. Newsletter for Portuguese Teachers of English 10(3): 22-24.
- Caprio, M. (1989). Myths surrounding language instruction in large classrooms. The Language Teacher, 13(1): 39-40.
- Carver, D. (1988). Teachers' Perceptions of Trends and Problems in ELT Methodology. (Research Report Number 3) Edinburgh: Scottish Centre for Education Overseas, Moray House College.
- Coleman, H. (1989a). Learning and Teaching in Large Classes: A Bibliography. (Project Report Number 1) Leeds: Lancaster-Leeds Language Learning in Large Classes Research Project.
- (1989b). The relationship between large class research and large class teaching. SPELT (Society of Pakistan English Language Teachers) Newsletter 5(1): 2-10.
- Gibbs, G. and Jenkins, A. (eds.). (1992). Teaching Large Classes in Higher Education: How to Maintain Quality with Reduced Resources. London: Kogan Page.

- Gillespie, F. (1996). "Large Classes" *Teaching Excellence*. POD Network 8 (5).
- Hayes, D. (1997). Helping teachers to cope with large classes. *English Language Teaching Journal* 51(2): 106-116.
- Heath, R. (1982). Organizing group work in large English classes.

 Guidelines 4(2): 19-25.
- Hedge, T. (1988). Writing. Oxford: Oxford University Press.
- Holliday, A. (1996). Large and small class cultures in Egyptian university classrooms: A cultural justification for curriculum change. In: Coleman, H. (ed.) *Society and the Classroom*. Cambridge: Cambridge University Press, pp. 86-104.
- Konare, B. (1994). Reading comprehension in large classes: A practical classroom procedure. *English Teaching Forum* 32(4): 6.
- Kramsch, C. J. (1987). Interactive discourse in small and large groups.

 In: Rivers, W. M. (ed.). *Interactive Language Teaching*.

 Cambridge: Cambridge University Press, pp. 17-30.
- Kumar, K. (1992). Does class size really make a difference? Exploring classroom interaction in large and small classes. *RELC Journal* 23(1): 29-47.
- Lai, Fung-kuen Eva. (1994). Teachers' views on ways of improving English language teaching in Hong Kong. Paper presented at the Annual International Language in Education Conference, Hong Kong, December 1994. *ERIC Document Reproduction Service* No ED 388064.
- LoCastro, V. (1988). Research on large-size classes: A progress report. In: Christensen, T. (ed.) *The Learner in Large Classes*. (Special issue of *The Language Teacher*) 12(12), pp. 7-11.

1

- McGreal, R. (1989). Coping with large classes. English Teaching Forum 27(2):17-19.
- McKeachie, W. J. (1994). Teaching Tips: Strategies, Research, and Theory for College University Teachers. (ninth edition). Lexington: Heath.
- Newble, D. and Cannon, R. (1989). A Handbook for Teachers in Universities and Colleges. London: Kogan Page.
- Nunan, D. (1988). Syllabus Design. Oxford: Oxford University Press.
- Palmer, J. C. (1998). Constraints affecting students' writing in the ESP classroom. In: Barrueco, S., Hernández, E. and Sierra, L. (eds.). Lenguas para Fines Específicos VI. Alcalá de Henares: Universidad de Alcalá.
- Sarwar, Z. (2001). Innovations in large classes in Pakistan. TESOL Quarterly 35(3): 497-500.

Appendix

แบบสอบถามหลังการทดลอง A Comparative Study of EFL Reading Achievement of the Students in Large and Small Classes

คำอธิบาย จุดประสงค์ของวิจัยครั้งนี้ต้องการทราบความคิดเห็นเกี่ยวกับสภาพ การเรียนการสอนในชั้นเรียนขนาดใหญ่และขนาดเล็กเพื่อเป็นข้อมูลไว้ใช้ช่วยให้การ เรียนวิชาภาษาอังกฤษเป็นภาษาต่างประเทศประสบความสำเร็จดีขึ้น ในการศึกษา ครั้งนี้ความคิดเห็นของนิสิตจะถูกเก็บเป็นความลับ การนำข้อมูลไปใช้จะอยู่ในรูปภาพ รวม ไม่มีการระบุเป็นความคิดเห็นเป็นรายบุคคล

คำถามวิจัย โปรดเติมความในช่องว่างให้สมบูรณ์

- 1. นิสิตคิดว่ากำลังเรียนอยู่ในชั้นเรียนขนาดใด (เลือกตอบหนึ่งข้อ)
 - 3.1 ขนาดใหญ่ 3.2 ขนาดกลาง 3.3 ขนาดเล็ก
- 2. ขนาดของห้องเรียนที่มีนิสิตจำนวนมากขึ้น มีผลกระทบต่อความสนใจใน การเรียนของนิสิตมากน้อยเพียงใด (เลือกวงระดับ คำตอบ เพียงข้อเดียว)
- มากที่สุด 10. 9. 8. 7. 6. 5. 4. 3. 2. 1. น้อยที่สุด 3. ในหัวข้อต่อไปนี้ ช่วยสนับสนุนในการเรียนภาษาอังกฤษในระดับใด เลือก ตอบตามเกณฑ์ที่กำหนดให้
- ต่อไปนี้: 5 = มาก 4 = ค่อนข้างมาก 3 = ปานกลาง 2 = ค่อนข้างน้อย 1 = น้อย โปรดวงกลมข้อที่เลือก
 - 3.1 ปรรยากาศห้องเรียน
 - 3.2 กิจกรรมการเรียน
 - 3.3 อุปกรณ์การสอน
 - เนื้อหา
 - 3.5 วิธีสอน
 - 3.6 การวัดผล 4. 3. 2. 1.
 - 3.7 ครูผู้สอน

ขอขอบคุณในความร่วมมือของท่าน รศ.ดร.เกรียงศักดิ์ สยะนานนท์