

CHANGING STRATEGIES AND TECHNIQUES IN
TEACHING ENGLISH IN A THAI UNIVERSITY

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CHAPTER I

INTRODUCTION

Prince of Songkla University (PSU) is a public university in the southern part of Thailand. The majority of the PSU students are from 14 provinces in the south. PSU was named after “Prince Songkla,” the father of His Majesty King Bhumibol Adulyadej. In 1966, the building of the first faculty, the Faculty of Engineering, was established in Pattani province. However, according to the geography, since that did not seem to be appropriate for the engineering equipment, the Faculty of Engineering was moved to Hat Yai district, Songkhla province. In 1967, Prince of Songkla enrolled its first students who, for the time being, studied in Bangkok before being transferred to the Pattani campus in 1968, and to Hat Yai, Songkhla Campus, in 1971. Later, other faculties were established both in Songkhla and Pattani provinces. Since Thai government supported more of an emphasis on regional education, the university expanded its educational territory to other provinces in the south of Thailand.

At present, there is one campus in each of the five provinces in Southern Thailand: Songkhla, Pattani, Trang, Phuket and Surat Thani. These campuses operate under the same vision, mission, and policy. According to PSU website (2009), the university vision is to become the center of life long learning, research based teaching,

and outreach. PSU aims at providing undergraduate and graduate education which will allow the graduates to take leadership positions in the society and the region. These are hoped to lead PSU in the direction of being a regional leader, which will decide identity, policy, and strategies used to reach the goal.

PSU has set missions guided by the core values and the continuous improvement principle to ensure realization of the vision. These missions are

1. To develop the university into a society of learning based on multi-culture background and sufficiency economy principles, and allow general public an easy and convenient access to learn and gain from whatever forms and sources of knowledge available in the university.
2. To build up expertise and take a leading role in areas of study consistent with the inherent potential of our locality and create a linkage to the global network.
3. To integrate an applied knowledge based on practical experiences to teaching in order to instill intellectual wisdom, virtue, competency and international world-view vision in our graduates. (Prince of Songkla University Vision and Mission, 2009)

Focused at Songkhla, Hat Yai campus, considered the main administration of the university, are 14 faculties. (PSU Annual Report 2006-2007) Each faculty serves content specifically on their disciplines. There are two faculties that serve general education for other faculties: the Faculty of Science and the Faculty of Liberal Arts. The Faculty of Liberal Arts provides general education in the fields of languages, humanities and social

sciences. Focusing the Faculty of Liberal Arts, the Department of Languages and Linguistics provides Foundation English courses which are required for all students entering the university and elective courses required differently by other faculties in PSU.

Generally, students entering PSU are required to pass two Foundation English courses: 890-101 Foundation English I and 890-102 Foundation English II. In 2003, the course 890-100 Preparatory Foundation English was developed according to the research by Teo and Chatupote (2001), "Criteria for placing First Year Students in Required English Courses at Prince of Songkla University (PSU), Hat Yai Campus" stating that students entering the university with English Entrance Examination (EEE) scores lower than 34 out of 100 are likely to fail the two required courses, 890-101 Foundation English I and 890-102 Foundation English II. As a result, the students with EEE scores lower than 34 are required to register in Preparatory Foundation English 890-100 in the first semester of their study in the university. Therefore, the students with low EEE are required to register for the 890-100 Preparatory Foundation English before registering for the two foundation courses. Usually, but not always, students enroll in these three classes in their freshman year.

During the Academic years 2004-2007, the Foundation courses were managed as following. In the first semester of every Academic year, first year students who did not have to enroll in the 890-100 course (EEE score lower than 34) were required to enroll in the 890-101 Foundation English I. After they had completed 890-101, they enrolled in the course 890-102 Foundation English II in the second semester. These two courses focused on integrated skills. There were two one-hour lectures per week of a class with 40 to 50 students and a one-hour listening laboratory lesson in which the students had to

study the content provided in a listening laboratory. Students who needed to register for 890-100 followed the same steps only one semester behind the students who earned at least 34 on EEE. To enroll in 890-101, they must have completed 890-100, but they did not have to pass it. This means that even if they failed the 890-100, they were still able to enroll in the 890-101. It was also the same for enrolling in the 890-102; all students must complete the process of the 890-101 even though they failed the course. However, the students who dropped the 890-101 course were not allowed to enroll in the 890-102 course. This is summarized in Figure 1.

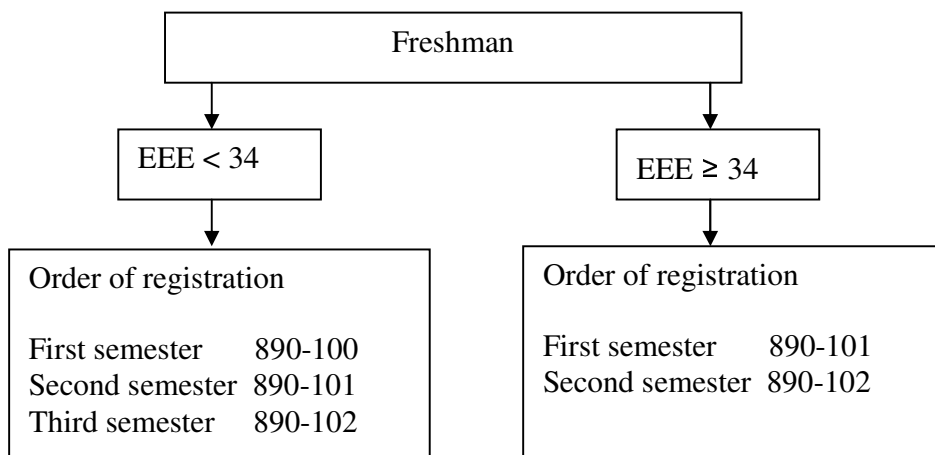


Figure 1 Order of Registration Foundation English Courses of Freshman

In addition to freshman entering the university each year and taking the English sequence, current students who have failed the courses have to retake them and register repeatedly. Consequently, the teaching load of instructors has been increasing since the Foundation English courses are not the only responsibility of the Department of Languages and Linguistics. The increasing number of students makes it difficult to plan, and they tend to consume time from the instructor in doing other university requirements

such as research. There is a question of what should be done to manage the teaching load.

The Department of Languages and Linguistics has an eye on the Foundation English courses which require a lot of effort and energy. Usually, 20 to 27 English teaching instructors (number depends on enrollments) are partially involved with the courses. Moreover, the Foundation English courses (890-101 and 890-102) have reached the end of five year cycle. The Department of Languages and Linguistics has practiced a five year cycle with the Foundation courses 890-101 and 890-102 for the past decade and the Academic year 2007 is the end of this cycle. Thus, it is time for Foundation courses to be revised considering the increasing number of students which affects teaching load as well as budget used in dealing with the courses.

In addition to the teaching load mentioned, one of the missions of the university, especially the second one, is another topic to be considered in reconstructing the Foundation courses 890-101 and 890-102 stating that, “To integrate an applied knowledge based on practical experiences to teaching in order to instill intellectual wisdom, virtue, competency and international world-view vision in our graduates.” (Prince of Songkla University Mission, 2009).

Based on this mission, the Department is aiming to prepare the students to use English in the academic field and working situation in the future. For the Academic year 2008, the Department revised the two courses 890-101 and 890-102 with the ideas of providing necessary skills in communicating in English, reducing a restriction in enrolling the courses (the students can enroll 890-102 before, during or after enrolling in

890-101) and managing appropriate teaching load for the instructors. Therefore, the courses are revised in terms of content and management.

In providing the necessary skills to communicate in English, the two courses focus on different skills. Instead of considering Foundation English I to be a prerequisite for Foundation English II, the courses are two separate courses with new titles: 890-101, Fundamental English Speaking and Listening, focuses on listening and speaking skills and 890-102, Fundamental English Reading and Writing, focuses on reading and writing skills. The students then are able to register in either of these two courses any time before they graduate. This way the students do not have to wait until they complete one of the courses before enrolling in to the other. The restriction of the enrolling process is reduced.

The instructors volunteered to participate on the team on which they wanted to work. Regularly, there were four academic teams in the department; graduated, elective courses, major courses, and the Fundamental English courses. The instructors were assigned to be parts of a team. However, some instructors were members of more than one team. Each group had its own responsibility. The graduate team developed the graduate program. The elective courses team developed the elective courses to serve the students from every faculty in the university. The major courses team focused on developing the courses for major students of the Language Development Program, Faculty of Liberal Arts. Finally, the Fundamental English worked on the series of Preparatory Foundation English and Fundamental English courses (890-100, Preparatory Foundation English; 890-101, Foundation English I and 890-102 Foundation English II) that were provided as requirements for graduation. This team was responsible for

developing managing all these courses. Concerning the reconstruction of the Foundation English courses 890-101 and 890-102, this team was not responsible. Due to the large scale of the course reconstruction and the instructors' work load, it required more staff to participate in the process.

The process of reconstructing the Foundation courses started when the instructors of the Department of Languages and Linguistics were formed into two teams, approximately 13-14 instructors for each team, working on each course 890-101 Fundamental English Listening and Speaking and 890-102 Fundamental English Reading and Writing. The reconstruction team was a temporary assignment of all instructors in the department. In 2006, the instructors volunteered to be in the group in which they were interested. At the beginning of the reconstruction process, there were 27 instructors, 14 were in the 890-101 team and 13 in the 890-102 team. Focusing on 890-102 Fundamental English Reading and Writing, the setting of the study, one of the instructors was selected to be the leader of the team. This leading instructor was a standing committee in the graduate team. The instructor held the title of Associate Professor and Doctor of Philosophy. She had experience in teaching in the department for more than 20 years. She was responsible for starting the reconstruction process, for example, by calling meetings.

The first period of the process the team was searching for the most suitable text book to be used in the class. This was by doing book analysis and rating the appropriateness in terms of content and activity that possibly could serve the majority of the students who seem to be diverse. The team met about once a month and finalized the decision by the Academic year 2006. After several meetings, the team divided into two sub groups: seven of the instructors worked on the lesson plans and documents while six

instructors worked on the Powerpoint presentation and website for the students' self-studying. The second group started working after the first group finished its work since they needed information from the lesson plans and documents. That was in the first week of January 2007. In mid year 2007, once the process had reached a certain state where the structures of the course had been outlined, and the document and website had been produced, two of the instructors on the team resigned because they had to serve on standing committees. A similar circumstance in the 890-101 reconstruction team occurred when three instructors resigned so they could serve on standing committees. However, at the same time, two instructors returned to work in the Department after they had been away to study for their masters degree. One instructor joined the 890-101 team and the other one the 890-102 team. Just before the semester of the Academic year 2007 started in June 2007, a meeting occurred when the new leader was selected and a new member was introduced to the team. After both teams had worked for almost 20 months, the reconstruction courses were ready for the Academic year 2008. (See Table 1 for the Planning Timeframe)

Table 1

Initiative Process of Fundamental English Reading and Writing

Months/ Years	2007	2008
January		2 nd team working on the Powerpoint presentation and website
February		
March	<ul style="list-style-type: none"> - Selected the book - Outlined the courses 	
April		
May	<ul style="list-style-type: none"> - Two sub-groups were initiated - First group producing lesson plan 	<ul style="list-style-type: none"> - Two former members were resigned from the group - New leader was elected - A new member was introduced to the team - Three coordinators were selected
June		Start launching 890-102 fundamental English Reading and Writing.
July		
August		
September		
October	2 nd team working on the Powerpoint presentation and website	
November		
December		

Regarding format, 890-101 did not change. It remained two one-contact hour sessions in a class of 30 to 40 with one listening laboratory session. This management is done under the assumption that instructors can teach a class of 30 to 40 to get the students to do communication activities (e.g. role playing and conversations). The Fundamental English Reading and Writing (890-102) is a two-contact hour session per week in large class (150-200 students) focusing on reading skills and a one-contact hour per week in small class (30-40 students) focusing on writing based on content the students have learned in the large class. During the semester, despite attending the reading and writing sessions, the students are required to complete assignments and self-study tasks provided via a website. From the course description of 890-102 Fundamental English reading and writing (2008), the students earn credit from the following:

Table 2

How Students Earn Credit

Tasks	Percent
Activities	5
Assignment	10
Vocabulary log	4
Self-study	5
External Reading	6
Midterm Examination	35
Final Examination	35
Total	100

This management was designed to reduce teaching load and number of instructors in dealing with the increasing number of the students registering for the courses. In addition, it was anticipated to provide the students with appropriate English skills and content that served the university missions. This was the first time many instructors taught a fundamental English course with a large number of students. While the process of reconstruction was moving on, altogether 12 instructors participated in the team. As Academic year 2008 neared, a meeting occurred where the instructors were assigned to teach the class. Six instructor volunteered to teach the large class including the researcher while, for the small classes, the instructors were assigned by the department.

Statement of the Problem

A variety of effective teaching strategies has been introduced in many different disciplines. There are studies presenting effective language teaching strategies. These strategies have a similar core concept, which is the opportunity to interact or use language to communicate in meaningful context. Burke (2007) suggests that world language teachers become informed about and familiar with Expeditionary Learning Outward Bound design where students and teachers may be able to focus on communication by engaging in experiential learning experiences, investigations and expeditions, and use the world language during classroom. An implication from Burk's study is that it is appropriate for the teacher to learn and experience how to integrate communication in their teaching and provided opportunity for the student to use language for communication. In addition, making meaning from what the students are learning is another key concept that helps students to learn language successfully.

Hoecherl-Alden (2006) concluded that a course lacking overall curricular articulation cannot create expected outcomes of language learning. At college level curriculum, for the students to achieve comprehension, further proficiency, and hone critical thinking skills, they are expected to make a shift from text-book to studying language in context.

Generally, for the strategies and techniques to reach this full potential, factors are involved such as class size. After all, number of students in the class considered small varies depending on instructors' perceptions which are affected by factors such as workload, subject, and teachers' training. In terms of modern foreign language, classes should be small (McGiverin, J.; Gilman, D.; Tillitski, C., 1989; Wallace, B.J., 1981). Small class tends to give more opportunity for students to interact among themselves and with instructors (Pedder, 2006 and Zahorik, 1999).

It is not unusual to have large language classes. Studies attempted to determine the effective strategies and techniques in teaching in larger class. Ebert-May, Brewer, and Allred (1997) found a positive result of a cooperative learning environment in large lectures. Hensley and Oakly (1998) introduced teaching techniques that make large classes more like small seminars which are typically associated with close, personal interaction between students and students-instructor, verbal exchange, and written work with feedback from the instructor. Konare' (1994) set out procedures for reading instruction in the large class based on the teaching of reading as a product of the reading as well as a process. It is important for the learners to gain involvement with the text. It is about a chance to respond emotionally or intellectually. Since there has been an attempt to present instruction that helps teaching effectively in different environments, it was the

case that the instruction that occurred in the large class differed from that in the small class. Are there any differences in instruction between large classes and small classes?

Theoretical Framework

Change theory was employed in explaining what strategies and techniques occurred in the classroom, rationale behind decisions on choosing such strategies and techniques in different classroom setting, and the effects on the students and instructors. The process of change involves multiple aspects; it is not a linear process. Fullan (2001a) states that numerous factors operating at each phase, which can be considered to vary decisions made at one stage and to other stages, then proceed through a continuous interactive way. The change process is one of initiation, implementation and institutionalization stages (Kezar, 2001; Fullan, 2001a). The initiation stage gives a picture of the reason and how the change gets started. That leads to the stage of implementation when the change is getting practiced. After this period of change is the continuation or institutionalization stage when the change is part of the organization and sustains the practice (Fullan, 2001a). The first two dimensions, initiation and implementation, were the focus of the study; they involve the introduction, preparation, and practice of the change. Institutionalization involves more the stabilization of the change in the organization which requires at least three to five years to develop. The study could not focus on this element because of the limitation of time to conduct the study.

This theoretical framework was expected to explain the start of the change as well as how to make the change into practice under the consideration of five components in the change process: moral purpose, understanding change, relationship building, and

knowledge creation and sharing and coherence making. The study was analyzed through the lens of Fullan's change theory focusing at the practice level involving the structure and the setting where the process and attitude of instructors and students were considered.

Purpose of the Study and Research Questions

Purpose of the Study

The purpose of the study was to explore the strategies and techniques to facilitate language learning in large and small class settings and to investigate if these techniques and strategies are different between large and small classes. By this, the study aimed to

1. Describe strategies and techniques in four sections of the course 890-102 Fundamental English Reading and Writing in both large class (150 to 200 students) and small class (30 to 40 students) setting in terms of curriculum, management, technology tools, assessment/grading, communication/interaction between students and students-teachers
2. Investigate in depth instructors' and students' perspectives on the instructional process.

Research Questions

Through the lens of Fullan's change theory, the research questions to be investigated for were:

1. What strategies and techniques occur in small and large language classes?
2. What is the rationale for the use of such strategies and techniques?
3. How do the changing strategies and techniques affect the instructors and students?
4. Are there any realities that cannot be explained by change theory?

Methodological Framework

The study aimed at exploring strategies and techniques used in language classes where the instructors had to deal with different settings: small classes (30-40 students) and large classes (150-200 students). Consequently, information was gathered from instructors through observation and interview. Further, to answer the question of the effects of strategies and techniques from the students' point of view, students were interviewed.

Participants

Twelve instructors were in the course reconstruction team. Six of these volunteered to teach the course in the Academic year 2008. Other than the researcher and another instructor who was expected to teach only a large class, four instructors participated in the study: two in each semester. These instructors taught both small (30-40 students) and large (150-200) classes. (See Table 3) In addition, two students from each class for a total of eight students from these classes were selected and interviewed.

Table 3

Instructors Volunteering to Teach Large Classes

Academic Year 2008	
First semester	Second semester
*The researcher	*Instructor 1 (Teaching only large class)
Tammy	Kate
Kimberly	Tony

* Not a participant of the study

Instrument

As one of the purposes of the study was to explore strategies and techniques used in classroom, an observation form (Appendix A) was used. In addition, interview questions (Appendices B and C) were asked to the instructors about the rationale for the strategies and techniques used in class. Any changes recurring in teaching in different settings were explored. The students were interviewed with a different set of interview questions to learn of the effects of strategies and techniques as well as different classroom settings. The research was one of the instruments in the study in terms of a participant observer an interviewer, and an interpreter of all information gathered. To sum up, one observation form and two sets of interview questions (one for instructors and one for students) were used.

Data Collection

The two instructors in each semester of Academic year 2008 went through the same process for data collection. One of their large classes and one of their small classes were observed. Each class was observed three times throughout the semester: at the beginning, before midterm examination, and during the final week, resulting in a total of six observations per semester per instructor.

The three phases of interviewing, beginning of the semester, before midterm examination and after completing the course, were conducted with the instructors. In addition, eight students were interviewed twice, before the midterm examination and the final week. Altogether there were 16 interviews with the students.

Data Analysis

Data were transcribed, coded, and analyzed resulting in the arrangement of the themes. Then, it was described through the lens of Fullan's change theory. While his change theory involves the cycle of initiation, implementation, and institutionalization, the study focused on the first two, initiation and implementation, which tend to explain the classroom setting.

Significance of the Study

Results of the study give a picture of the strategies and techniques occurring in small and large language classes in one university in Thailand as well as the rationale for the use of such strategies and techniques. Since the researcher was one of the instructors in the Department of Languages and Linguistics, the result was expected to benefit the Department with the hope that the finding about strategies and techniques used in the class as well as the explanation of changes that occurred throughout the study can be applied to other contexts of teaching. It was hoped that the study would give in-sight into strategies and techniques used in English classes.

In terms of theory and research, theory of change has been used widely to explain phenomena in the business field and leadership administration in different organizations. This study anticipated the benefit of employing a theory that focused on classroom practice in higher education. How teaching in large and small classes affects the instructors and students was expected to be revealed through the change framework. It aimed to reveal any changes occurred in teaching different settings like large and small classes.

Summary

There are attempts to find the effective strategies and techniques in teaching. Different disciplines develop different strategies and techniques. Among these varieties are some common characteristics such as active learning. Emerson and Mosteller (1998) studied the use of multimedia and interactive computing technology in post secondary classrooms. The result showed that the instruction is effective when the students are active participants and when two or more channels are used in the presentation. Focusing on language learning, studies reveal the effectiveness of strategies and techniques that give students opportunities to interact with teachers as well as among them. This would be rather effective in a small class (Morgan, 2000). However, there are situations where the language class is considered large. How instructors deal with the different setting between large and small class as the focus of the study.

Reporting

Chapter two reviews studies involving strategies and techniques used in teaching language in a variety of settings. With this review, the reader has a picture of the definition of large and small classes. Chapter three presents the methodological framework which gives the answers to these questions: who was involved in the study, how the study was conducted, and how the data were analyzed. In addition, ethical consideration, triangulation and limitations of the study are presented. Chapter four presents the result of the study both from observations and interviews. In chapter five data are analyzed and themes are developed. The final chapter includes a summary, conclusions, recommendations, and a final thought.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents literature relevant to effective strategies and techniques used in different sized classes with a focus on studies about language teaching. These cover statement of problem concerned in the study. Strategies and techniques used in teaching are presented along with class size and teaching instructions. In addition, theoretical framework is also reviewed.

Strategies and Techniques Used in Teaching

Numerous writers on effective teaching have presented a variety of key elements that instructors consider and try to implement in their teaching. Even though the instructors cope with different disciplines, they share some key elements that tend to be effective such as the instruction that creates active learning. Prince (2004) defined in a review of the research that active learning refers to any instructional method that engages students in the learning process. It requires students to do meaningful activities and think about what they are doing. Powner and Allendoerfer (2008) evaluated the use of active learning approaches defined as “any instructional technique which requires students to apply or process content as part of the learning experience” (p.76) if they provide a significant improvement in a student's short-term retention of material over only

attending World Politics class, a standard large lecture. The study showed improvement on the student performance on the short answer portion of a brief post activity assessment after using active learning approaches. Weltman (2007) studied understanding what types of students (high, middle and low competence) benefit most from active learning. The result was that the student performance was significantly higher in a traditional method versus an active learning method of teaching for students with high and mid-level grade point averages. In addition, McKeachie and Svinicki (2006) suggested that discussion method is one of the methods that create an opportunity for active learning. It is appropriate when the instructor wants to help students to learn to think, evaluate the logic and evidence for themselves, and to formulate applications of principles and articulate what they have learned. In addition, it is for the instructors to develop motivation for further learning and get prompt feedback on student understanding or misunderstanding. Burns and Myhill (2004) pay attention to interactive teaching which they believe is important in improving pupils' learning. This led them to study how "interactive" a whole class teaching was and whether teacher-pupil interactions permitted recoding of information and understanding.

According to Usova (2002), for better results in the studies, it is important to shape students' cognitive abilities and efficient techniques of learning and cognitive activities: how to work with the textbook independently, how to conduct observations and carry out experiments, and how to systematize and generalize one's knowledge. This is not a new phenomenon. Ebert-May, Brewer, and Allred (1997) conducted a study, "Innovation in large lectures-teaching for active learning," where they showed that when students became more active partners in the learning process, they took ownership of the

course and of their learning. This can be supported by a study by F. Robinson (2006) “Active Learning in a Large Enrollment Introductory Biology Class: Problem Solving, Formative Feedback and Teaching to Learn.” After attending the course, many students deepened their learning approach and increased in feelings of personal control over their learning.

Focusing on language teaching, students’ success with language learning is best when students can interact with other students as well as with teachers. There are studies presenting strategies and techniques found effective in teaching English in the classroom. Facella (2005) presented effective strategies in promoting language for English language learners. These strategies fell into three categories: engaging learners emotionally, teaching language specifically, and teaching in general. The main goal was to help students make the connection between content and language, and provide students with the tools they need to use their acquired language to interact and communicate with others around them. The practice of learning –centered teaching in community colleges was intended to develop them into learner-center institutions (Camacho, 2007). Results indicated that a high percentage of faculty reported using learning-centered teaching practices.

Saito (2004) explored how college-level Japanese English language learners in English-as-a-second-language (ESL) context viewed their English teachers and classroom activities. The students preferred a teacher who was open minded, available outside the classroom for consultation, showed respect for other cultures, and created a relaxed and open atmosphere by telling jokes, by admitting that he or she also made mistakes, and by being willing to adjust the classroom content to meet student needs.

Active participation tends to be one of the key elements in studying language. Language teaching requires the students to participate in classroom activity. One of the approaches used in language classes is communicative teaching. Communicative teaching focuses on the teaching of language functions and the use of communicative activities like games, role play and discussion which encourage students to communicate (Harmer, 1997). Fatt (1991) reported that even though the students were competent with their language, they were not confident in communicative skills. The students' views on their competence seem to be overlap between life-skill curriculum and academic curriculum. The study concluded that communicative competence is essential in entering the job market. Higher education must offer the course to meet the demand by designing appropriate programs that can enhance the student's language communicative competence.

Class Size and Teaching Instructions

Generally, for the strategies and techniques to reach their full potential, two of many factors involved are class size and technology. Leypoldt (1982) explained focusing on class size, the larger the number of students the less interpersonal relationships among members of the group. Then, there are various strategies to use in different size classes. In some classes, there is one-way communication, only the instructor or the leader dominates the class. On the other hand, an activity in some classes allows the students to ask questions and share their opinion making it two-way communication between the instructor and students or students and students. The external factor of class size is also related to the internal factor of a teacher and a student themselves affecting the instruction. Pedder (2006) made an interesting point that teachers bring to class different

strengths and styles in teaching. It is similar to the students who have diversity in background knowledge and personalities. These would be possible for them to experience different class sizes and styles. Morgan (2000) studied class size and second language instruction at the post-secondary level. The article revealed different definitions of large and small classes. When the number of students in class was considered, how many was considered small varied depending on the instructors' perceptions which were affected by factors such as workload, subject, and teachers' training.

In terms of modern foreign language, the literature indicates that classes should be small. Locastro (2001) identified several problems of class size related to English learning and teaching. They are organized into three categories concerning, first, pedagogical: large class size makes it difficult to carry out tasks in practicing communication using the four skills of reading, writing, speaking and listening. In addition, there are problems about monitoring work and giving feedback as well as individualizing work. Second, management-related involves the difficulty in correcting essays, and disciplining the students in a way to be able to control noise level. Third, effectiveness in teaching a large class may not achieve what the teacher expects. Some difficulties, for example, are learning the students' names, getting to weak students, and getting the students' attention.

When a language class is large, there are concerns in terms of its affect on the quality of learning. Studies have attempted to learn of out the effective strategies and techniques in teaching. With the intention to have an effective teaching, instructors need to consider how many students are in class to plan the activities, work out the way to instruct the class, and prepare the materials. Du-Babcock (2002) studied the teaching of a

large class of undergraduate students in Hong Kong and determined three main adaptations that must be made in teaching a large class: language, culture and context. In giving instructions, Du-Babcock used English as a medium of instruction while allowing the students to use Cantonese, their first language, in discussion. In addition, Du-Babcock stated how cultural adaptations are characteristics of respect especially to the teacher (high-power orientation). Further, context adaptations must be made to give background knowledge for the students who are not familiar with American context upon which the textbook is based. In addition to the elements considered in teaching, there are several teaching strategies that instructors try to incorporate in large classes.

Konare' (1994) and Xue (2005) presented similar procedures for teaching reading in large classes starting from introducing the topic of the text and asking questions requiring instant answers to exploring the students' knowledge of the topic. Then, a few words or expression from the text are presented. Before letting the students read, some guided questions are presented to give the purpose to their reading. Further, the students read and answer questions by writing them down allowing the students to do the task and the instructor to see their performance. Then, the instructor asks the students to read their answer orally and follows that by having a few students walk to the blackboard to write their answers. In these, last two steps are checking some individual answers, and writing more questions, and following the same procedures.

Focusing on teaching academic writing, Oswal (2002) proposed a strategy for large classes: group oral presentations as support for writing. The strategy involves the students' participation in the process of writing. The finished written paper is less

important than the writing process where the students must give oral presentations within the groups.

NG, J., Lloyd, P, Kober, R. and Robinson, P. (1999) adopted an initiative to enhance first-year accounting students' written communication skills in a large class setting using the following procedure. The students were required to write two 500-word essays by reading materials and summarizing what they have read. Before the students wrote essays, they were given a guideline on academic writing. Then a specialist gave a talk on writing skills, analyzed students' written works, and held a lecture to discuss some common errors occurring in the students' assignments. The study (NG, J., Lloyd, P, Kober, R. and Robinson, P. 1999) presented the effectiveness of developing writing skills. However, there were some constraints in following the procedure. Because of the large class setting, it was time and cost consuming. They needed additional effort and economics. Ballantyne, Hughes, and Mylonas (2002) concluded from their study on developing procedures for implementing peer assessment in large classes using an action research process that peer assignment was time-consuming, but it was agreed among the participants of the study that student learning improved through peer assessment.

Not only strategies and techniques, but also technology plays an important part in teaching. Technology is placed as a facilitator to enhance teaching and learning.

McKeachie (2006) considered instructional technology useful in the way that it provided new opportunities for enhancing student learning that otherwise would be impossible or very difficult, addressed specific learning goals more effectively, took advantage of the rich information available online, prepared students for life in a world with a huge amount of information that requires the skills to critically evaluate the information. In

addition, McKeachie (2006) pointed out that, to incorporate technology in teaching successfully, it is important to consider if it connected to course goals, combined with effective pedagogies, and was designed to improve student learning.

In the studies of Weinstein (2006) and Sid-man-Taveau (2006) positive results of using technology or the computer in teaching language were achieved. Karakaya, Ainscough, and Chopoorian (2001) studied using multimedia technology to minimize the differences between the students in large and small classes and the difference between students' learning styles. The study, conducted with the marketing courses, showed that class size had no effect on the students' performance as measured by overall course grades. The researchers stated that "Teaching large classes via multimedia lecture presentations is warranted in basic marketing courses at colleges and universities."(p.89)

Different instructions are used in teaching based on the purpose of making the most out of it. Factors affect instructors, decisions in choosing the instructions differently. Different class size was of special interest in this study particular related to instructors' teaching techniques. The English course investigated was taught with two different classroom settings: large class, 150-200 students and small class, 30-40 students. This study focused on the strategies and techniques occurring in the large and small language classes as well as how these techniques and strategies affected the instructors and students.

Theoretical Framework

The study is based on an English teaching situation with a particular characteristic as described. The instructors were facing a different kind of organization and content from previously. Change may cause instructors excitement, anxiety, or even lack of

confidence. According to Fullan (2001b), when asking people about change, several terms arise both positive and negative, fear, anxiety, loss, danger, and panic; on the other hand, exhilaration, risk taking, excitement, and improvement.

If negative feelings derive from change, then, why must people change?

Sometimes, change cannot be controlled because the causes of the change vary.

According to Fullan (2001a), the change may derive from natural events or because we voluntarily participate in or initiate when there are dissatisfaction, inconsistency, or intolerability in the current situation. In this study, the change from Foundation English courses to Fundamental English courses derive from the increasing number of the students and the five year cycle of course reconstruction. Also, the change derived from the dissatisfaction in the current situation where instructors' load was increasing. Fullan (2001a) stated that, "The matter of the need for change can be embedded in any one or several of the factors, depending on whose viewpoint one takes" (p.53).

Focusing the classroom context, Fullan (2001a), presented three dimensions at stake in implementing any new program or policy: first, the possible use of new or revised materials; second, the possible use of new teaching approaches; and third, the possible alteration of beliefs such as pedagogical assumption or theories underlying particular new policies or programs. The Department decided that the fundamental courses would use new materials, while the other two dimensions are still questioned and expected to be extracted from the study.

Data collected from the study is presented through the lens of Fullan's change theory. Fullan (2001b) presented a framework of components that reinforces positive

change: moral purpose, understanding change, relationship building, knowledge creation, sharing, and coherence making.

First, according to Fullan, (2001b), moral purpose is acting to make positive changes concerning both direction and result; all the agents, instructors, students, administrators or others involved must be taken into consideration. It concerns who would benefit from the change and who would lose. In this study, the change of the courses started from the five year cycle practice as well as the increasing number of students. Focusing on moral purpose, teaching load should be managed appropriately as well as students should be provided essential content and skills in studying English. This means that everybody involved in the change especially instructors and students, should benefit from the change.

Second, Fullan (2001b) summarized understanding the change process as one that did not to innovate, but rather was built into the culture of the organization. Since it is not only to have the best ideas but also to have everyone accept the ideas, there will always be those who agree and those who disagree with things happening. The resistance is not always negative, since it can help give an idea that might be missed. In addition, to understand the change, one must appreciate the implementation dip which is "... a dip in performance and confidence as one engages in an innovation that requires new skills and new understandings" (Fullan, 2001b, p.49). Understanding change would make the change fit into the culture in consideration of the recognition of the weakness and strengths of the approach.

Third, relationship building involves the relation among people in the process of change. Since the study focused on planning and implementing teaching strategies, the

result would possibly represent the relationship building among the instructors who taught the courses as well as the students who enrolled in the courses. Relationship building relates to the fourth component, knowledge building and sharing. Knowledge building and sharing could extend the organizational capacity to access and influence hidden knowledge. (Fullan, 2001b)

Fifth, coherence making is concerned with the extraction of valuable patterns worth retaining. According to Fullan (2001b), coherence making includes three features: lateral accountability, sorting, and shared commitment. First, lateral accountability, any thing people have or have not done in the changing system is noticeable. “There is a great deal of peer pressure along with peer support in collaborative organizations... The critical appraisal in such systems, whether in relation to the performance of a peer or the quality of an idea, is powerful” (Fullan, 2001b, p.168). Second, sorting concerns knowledge creation and sharing. Third, shared commitment is when a group of people together agree to work toward a common goal. (Fullan, 2001b).

In addition to these five components, Fullan (2001a) also presented a simplified overview of the change process which includes the cycle of initiation, implementation, and institutionalization. Since the time frame from initiation to institutionalization is approximately three to five years for moderately complex changes, the study could focus only on the first two dimensions of initiation and implementation. These two dimensions would serve the purposes of the study.

There are factors involved with initiation. Things can be initiated from different reasons whether voluntarily or involuntarily. It depends on the agents’ view points. Fullan (2001a) illustrated factors associated with initiation. Initiation is driven by the

innovations existence and the differential accessibility that expands and increases the knowledge society. In addition, advocacy from Central Administration and teacher is also taking place in the initiation decision. This study focused on the people involved in the process of change: instructors and students from Fundamental English Reading and Writing, and the change process itself. Moreover, other external factors e.g. external change agents, community pressure or support, new policy, and problem-solving and bureaucratic orientations were involved in the initiation decisions. The change can be initiated from different sources and effected by a variety of factors.

Fullan (2001a) also explained three groups of factors affecting implementation. First, characteristics of change involve the need, clarity, complexity and quality/practicality. Second, local characteristics involve district, community, principal and teacher (in higher education means large community, university, administrators and instructors). Third, external factors are government and other agencies (Fullan, 2001a).

These two dimensions involve directly the instructors and students in the classroom environment which is the focus of this study. These two dimensions would describe the result or outcome of the study, how the change was initiated, and how the instructors dealt with the change and maintained it throughout the process of their teaching.

This chapter has presented the trend in teaching that incorporates active learning in the design of teaching. Active learning involves the students learning actively in context. Especially in language learning, active learning is preferable in terms of having learners practice using language for communication. In various settings, a chance for the students to practice using language for communication is also different.

In the study, the instructors experience teaching in different size classes. At the same time, the course they taught was new. It was not only the change in terms of teaching but also the management and principle of the course. To explore the instructional strategies in different size classes and instructors' and students' perspective, data were collected as explained in chapter three.

CHAPTER III

METHODOLOGY

Chapter three presents the methodological framework of the study and explains the type of qualitative method employed study as well as the theoretical framework. Also, presented are the research participants, method of data collection, ethical consideration, triangulation, and limitations of the study.

Methodological Framework

This study employed the qualitative method of case study. According to Nunan (1994), a case study is a study on a certain context with a specific way of data collection, and it is to be able to apply to other cases. The case study here focused on the settings of language classrooms where there were small classes of 30-40 students and large classes of 150-200 students in the same subject. Presented are strategies and techniques used in both types of classrooms. Duff (2008) stated that, “The study of individuals and their attributes, knowledge, development and performance has always been a very important component of applied linguistics research, particular in SLA.” (p.35) Creswell (1998) pointed out that qualitative research served the need to present a detailed view of the topic, and to study individuals in their natural setting. In addition, the topic needs to be explored. To obtain data on strategies and techniques and the instructors’ and the students’ perspective, an observation and an interview were conducted. Moreover, Patton

(2002) explained that a major source of qualitative data is the statement from people both verbal and written. And to understand it clearly sometimes direct participation and observation are needed.

Purpose of the Study and Research Questions

Purpose of the Study

The purpose was to determine the strategies and techniques used in large and small English learning classrooms, to investigate if these techniques and strategies were different between large and small classes, and to reveal the instructors' and students' perspective about teaching and learning in different classroom settings.

Research Questions

Through the lens of Fullan's change theory, the research questions to be investigated were:

1. What strategies and techniques occur in small and large language classes?
2. What is the rationale for the use of such strategies and techniques?
3. How do they affect the instructors and students?
4. Are there any realities that cannot be explained by change theory?

Research Participants

The study explored strategies and techniques used by instructors teaching both small and large classes where they previously were responsible only for teaching small classes. In addition, students' perspectives were sought to give insight into how change affected the students. Consequently, data were gathered from both instructors and students.

Instructors

To teach the multiple sections of the course 890-102 Fundamental English Reading and Writing, 12 instructors from a course reconstruction team were chosen and assigned by the Department of Languages and Linguistics. For the Academic year 2008, the first time launching, seven instructors including the researcher volunteered to teach in different semesters as presented in Table 1. The researcher and two other instructors who taught only a large class or a small class were eliminated. Thus, only four qualified to participate in the study, and all four agreed to participate. Since one of the research questions asked about strategies and techniques occurring in small and large language classes, the instructors participating needed to be teaching both large and small classes.

Two female instructors participated in the first semester of Academic year 2008. They were under 35 and taught only 890-102. Their teaching load was three two-contact hour large class sessions and four one-contact hour small class sessions. They had fewer than 10 years of teaching experience each and one held a master degree in language teaching (English) and another was completing her masters degree in language teaching.

In the second semester, two instructors taught 890-102, a female and a male. Both were over 35 years old with more than 10 years of teaching experience each. They taught only 890-102 in the semester and their teaching load was three two-contact hour large class sessions and four one-contact hour small class sessions. Both graduated with masters degrees related to English teaching. (See Table 4)

Table 4

Instructors Teaching 890-102 in Academic Year 2008

Instructors Teaching 890-102 Academic Year 2008			
1st semester		2nd semester	
Large Class	Small Class	Large Class	Small Class
The researcher Tammy Kimberly	The researcher Tammy Kimberly Instructor 1	The researcher Kate Tony Kimberly Instructor 2	The researcher Kate Tony Kimberly Tammy Instructor 3 Instructor 4 Instructor 5

Students

Each large class (150-200 students) consisted of approximately five small classes (30-40 students). All students were in one two-hour session (large class) and one one-hour session (small class) each week. The instructors of the large classes did not teach all of those students in a small class. In addition to teaching students in their small classes who were enrolled in their large classes, they taught small classes with students from the other instructors' large classes. The students selected to participate in the interviews were those who attended both the large and small classes of the same instructor. For example, from Figure 2, instructor A taught two large classes and four small classes. Two of the small classes are from the large classes that the instructor is teaching and the other two small classes are from the other instructor's large classes. This means that it is possible

for the instructors to teach students in the small classes who are from different large classes.

Two students were from each instructor's classes (both small and large): one student was a freshman and the other was a re-enrolling student (recently failed 890-102). The first freshman and the first re-enrolling student (noticed from the students' ID number) on the name list were selected. Altogether, there were four students per semester for a total of eight who participated in the study. The name lists distributed to each instructor were from the Registration Office. It can be seen from Figure 2.



Instructor A

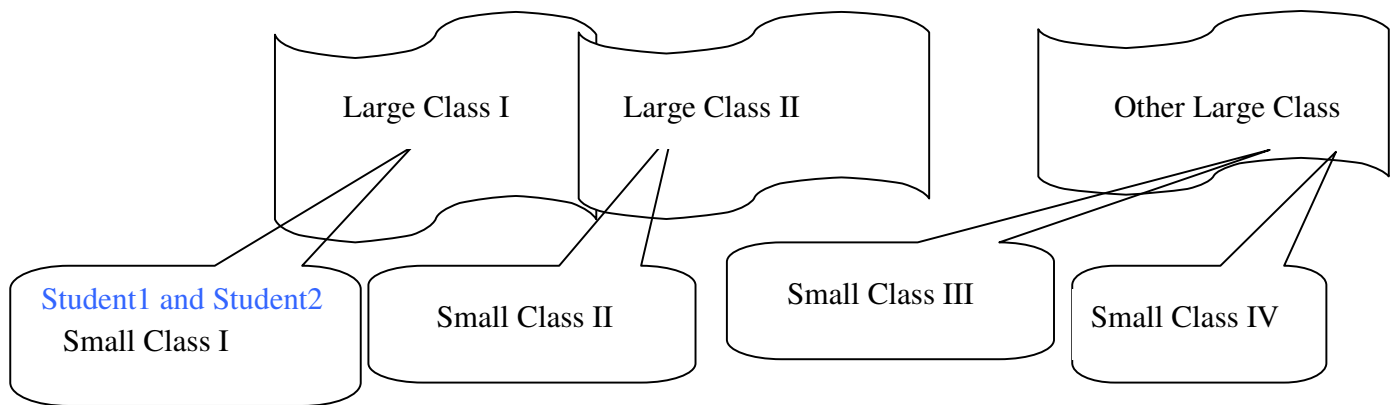


Figure 2 Students Selected

Instruments

Data were collected through classroom observations and interviews. Observation forms (Appendix A) were used to gather data of what strategies were used in the classes. Information on the physical environment and the interaction among the students and between the instructor and the students was also collected. In addition, the interview protocol (Appendices B and C) was also conducted for information on the instructors' and students' perspective about teaching and learning. And last, the researcher was considered a tool in collecting data.

The researcher, acting as a participant observer, had experience observing classes while pursuing the masters' degree in Applied Linguistics. During the degree, the researcher observed several types of classes including secondary school English classes and an undergraduate English class as a part of internship course. While conducting research as a partial requirement for graduation, twice the researcher observed one secondary instructor in each of four provinces. Furthermore, when the research entered into the professional field, the researcher had several opportunities to be an observer. The department where the researcher currently works has a practice that the instructors must participate in the process of evaluation by being observed by other instructors. The researcher has had several opportunities to observe other instructors.

Observation form

Acheson and Gall (1997) presented several techniques on observational records with the concern that an appropriate instrument helps gather needed data. Each type of data can be elicited best by certain types of techniques. For example, seating chart observation records can be used to record a large amount of information within a single

sheet of paper. It is advantageous to focus on individual student and teaching behavior. Since this study focused on changing strategies and techniques used in teaching English in different classroom settings, there were factors to consider and, to avoid narrowing the observer's view, the wide-lens technique of observation was employed. Acheson and Gall (1997) pointed out that anecdotal records were used to record classroom interaction and instructions using a wide lens which make few prior assumptions about what is important or effective in teaching. It is appropriate to observe with no particular behavior expected. Anecdotal observation is used when no specific behaviors should be observed.

In each observation for this research, the researcher had several sheets of paper to note what was happening in the classroom with an emphasis on the criteria used to evaluate instructors annually. These criteria were set by the department. An observation form was designed to gather information about the classroom environment, strategies and techniques used in the classroom. (See Appendix A) The observation consisted of three main topics: time detailed of the observation like date, month, year and time; classroom environment; and instructional strategies and methods. Large space was allotted for writing and drawing. Since there are several of observation instruments, each has its own character in collecting different kinds of data. Using almost a blank sheet gave room for the observer to be flexible in using different styles of noting information. Information from the observation gathered throughout the semester was expected to present the process of teaching and the changes that the instructors made in their strategies and techniques during this time. The same observation form was used throughout this study.

Interview Protocol

Three interviews were conducted with all four instructors throughout the semester starting from the first week of the semester, a week before midterm examination and a week after the last lesson of the course. In addition, two interviews were conducted with eight students selected from each instructor's class.

There were two sets of interview questions, one for the instructors and the other for the students. (See appendices B and C) These questions were developed and designed to gather in-depth information about the strategies and techniques used and the supporting rationale behind them. In addition, information about techniques and strategies used in class as well as the changes the instructors made in teaching different sized classes from the students' perspective was sought. The questions used in the first interview attempted to elicit the instructors' views on teaching on how they planned their teaching and their expectation about their teaching and from the students before teaching the course. The second interview clarified and explained what the instructors did in the class as well as their views toward their plans and their expectations. The third interview was to conclude and get information throughout the semester. For the instructors, the interviews were conducted after the researcher arranged an appointment with the participants. The participants were informed in advance and requested to give an interview. All interviews were conducted at the instructors' offices.

The interview questions were used with the students twice throughout the semester. The first interview was in the week before the midterm examination. It was to gather information about their views and their experience in class. The second interview was in the final week of the course. This was to see their view toward the instructions.

Method of Data Collection

Strategies and techniques data from the classes were gathered through classroom observations and in-depth interviews with the instructors and selected students. First hand observations were intended to provide an actual view of the behavior of the instructors and students. The instructors' interviews, students' interviews and observations were to serve as a form of triangulation.

Observations

During the first semester, since the first week was the orientation session, the observations of the two instructors started with the content class in the second week. After this second week observation of one of their two-hour sessions, two other observations occurred: the seventh week (before the midterm examination) and the tenth week (after the midterm examination). In addition, instructors' one-hour sessions were observed the same weeks as their two-hour sessions. Six observations occurred for each instructor; thus, with two instructors, a total of 12 class observations occurred in this first semester. This same process was repeated in the second semester with the other two instructors. By the end of the Academic year, a total of 24 observations, totaling 36 hours, were conducted.

Interviews

The study employed the formal interview based on Hatch's (2002) clarification. He explained that the formal interview, or sometimes called structured, semi structured or in depth interview, is guided by the interviewer in terms of time and questions used in the interview. Even though procedures have been planned in advance, the interview is flexible in the way that follow up questions are allowed. Courses ran for 15 weeks in

each semester. There were three phases of the interview for the instructors. In the first week of each semester and before the first day of the class, the instructors were interviewed asking about their teaching preparation and expectations. The second interview was conducted a week before the midterm examination asking them about their teaching, problems occurring during their teaching, and how they solved them, what they expected from the students' performance in midterm examinations, and their plan for the second half of the semester. The third interview, conducted the week after they had finished teaching for the semester, asked them to reflect on their teaching during the semester.

The interviews were conducted at the instructors' offices. It took about an hour for each interview; approximately 12 hours of interview were conducted. The researcher interviewed in Thai based on the questions prepared. However, some additional questions were asked based on the instructors' answers on the main interview questions. During the interview, the researcher took notes and rewrote them based on the question in Thai. After the interview with all instructors, data were translated into English.

In addition to the instructors' information, students were interviewed twice, the week before midterm examination and the final week of the course, to get their perspectives. A set of interview questions different from the instructors' was used. After the students were approached to participate in the study and they all agreed, the researcher made appointments with the students as well as asked for the contact number. One day before the interviews the researcher called to remind the students. The interviews were conducted in the researcher's office according to the students' time available. Each interview took about 30 minutes with approximately eight hours of

interview conducted in the study. The interviews were conducted in Thai. The researcher interviewed and wrote in Thai.

Table 5

Interview and Observation Schedule

Week	Interview	Observation
First	First Semester: Teachers A, B Second Semester: Teachers C, D	-
Second	-	First Semester: Teachers A, B both large and the first small class of the week Second Semester: Teachers C, D both large and the first small class of the week
Seventh	First Semester: Teachers A, B Students A1, A2, B1, B2 Second Semester: Teachers C, D Students C1, C2, D1, D2	First Semester: Teachers A, B both large and the first small class of the week Second Semester: Teachers C, D both large and the first small class of the week
Tenth		First Semester: Teachers A, B both large and the first small class of the week

Week	Interview	Observation
Tenth		Second Semester: Teachers C, D both large and the first small class of the week
Fifteenth	First Semester: Teachers A, B Students A1, A2, B1, B2 Second Semester: Teachers C, D Students C1, C2, D1, D2	
Summary	First Semester: 14 interviews Second Semester: 14 interviews	First Semester: 12 observations Second Semester: 12 Observations

Data Analysis

The data were collected in large and small classes taught by four instructors with a purpose of looking at strategies and techniques. Thus, it can be considered a case study. Data were gathered through observations and interviews with the latter then being transcribed and coded. Data from the observation were in Thai, English, and symbols. These data were transcribed and coded into English and then categorized according to themes found from the data (e.g. strategies and techniques used in large and small classes, and instructors' and students' perceptions of strategies and techniques). The data were interpreted through the lens of Fullan's change theory. The data were grouped according to these stages in the change process: initiation and implementation. Change theory was

expected to explain the phenomenon occurring in the instructional process; what strategies and techniques would instructors change from teaching small classes to teaching large classes.

Ethical Consideration

The study was conducted with confidentiality, all names of instructors and students were replaced with pseudonyms. Any information from the observations and interviews is used for this research only. Since the purpose of the study was to investigate the strategies and techniques occurred in different size classes, any circumstance derived from the study is considered a reality not to be criticized in anyway.

Triangulation

Qualitative methods like observation, instructors' interview, and students' interview were employed in gathering data. The methods provided rich descriptions of the classrooms and instruction. The triangulation using interviews from instructors' and students' perspectives, as well as observation, provided data from different sources to answer the same questions. Shank (2006) states that triangulation is the process of assuring the data by using different sources. Several "strands" converging results in more solid findings.

There are types of triangulation described by Denzin (1978b) cited in Patton (2002). These types are the use of variety of data, data triangulation, the use of different researchers, investigators' triangulation, the use of different perspectives to interpret a single set of data, and the last type is methodological triangulation which involves the use of various kinds of methods to study a single problem. This study used data triangulation which consisted of data from observation, instructors' interview, and students' interview.

The study was conducted with the course developed by Reconstruction Team of which the researcher was a member. The researcher knew the process of reconstruction and understood the objective of the lesson. Consequently, the researcher had an idea of rationale behind the process of reconstruction. As a member of the team, the researcher's bias was to hope for the course to be successful as it was aimed at the initiation stage or at least the course is heading to the right direction in the way that the students will gain essential knowledge and instructors' work load is reduced.

Limitations of the Study

This study was conducted in a public university in the south of Thailand. Specifically examined was how the instructors managed their teaching in large and small classes in the Fundamental English Reading and Writing courses. Consequently, the strategies and techniques and their effects may be different in other settings. It might not be generalizable to all circumstances of the teaching of different size classes. However, together with the other studies related to teaching in different size classes, it would shed some light on what can be considered.

The results are presented through the lens of Fullan's change theory where the focus was on possible changes in classroom practices. Fullan (2001b) describes three stages in the cycle of change initiation, implementation, and institutionalization. The initiation stage can take years and, in the study, has taken almost two years. Although the implementation stage, the means to achieve the objective, takes two or more years, this study examined only the first year of implementation; complicating the change process is the fact that the line between implementation and continuation is unclear. Three to five

years are needed from the initiation to the institutionalization stage. With the present time frame and purpose of the study, the institutionalization stage was not explored.

In summary, the study was conducted in Academic Year 2008 when the reconstructed course was launched for the first time. Instructors and students in large and small classes were interviewed several times throughout the semester to determine any changes in the instructional strategies used in the different sized classes. Also classroom observations were conducted to collect data first hand. The instructors interviewed and observed were involved with the planning of the changes in delivery. These data are presented in chapter four and analyzed through the lens of Fullan's change theory which is presented in chapter five.

CHAPTER IV

FINDINGS

The researcher explored the strategies and techniques used to facilitate language learning in large and small class settings and the investigation of the differences of these techniques and strategies occurring between large and small classes. This chapter describes how four instructors taught sections of the course, 890-102 Fundamental English Reading and Writing with both large class (150 to 200 students) and small class (30 to 40 students) settings in terms of curriculum, management, technology tools, assessment/grading, and communication/interaction among students and between students and instructors. The information was collected via classroom observations and interviews of instructors and students to obtain their perspectives on the instructional processes.

Transition of Former 890-102 Foundation English to 890-102 Fundamental English Reading and Writing

The former Foundation courses, 890-101 and 890-102 Foundation English I and II, respectively, aimed to develop the students' listening, speaking, reading and writing skills and focused on integrated skills. Students practiced their English communication through four skills: reading, writing, speaking and listening. Each week, students attended two one-hour lessons (third hour was a listening lesson where they had to

manage their own time to study). Credit was earned from in-class assignments and midterm and final examinations. Instructors were responsible for teaching the two one-hour lessons (small class with 40-50 students) while the students themselves were responsible for the listening sessions. The course had run for five years, reaching its cycle for revision. Also, the instructors had reached their maximum work loads.

Normally, instructors are required to teach a minimum of 10 hours which equated to five sections. However, depending on the number of students registered each semester, instructors taught up to 14 hours or seven sections. Limited time for revision and a heavy faculty work load led to the decision to revise the course's content and management. Considering the mission, vision, and policy of the university, the content was focused on developing the students' listening, speaking, reading and writing skills. Then, the course was divided into two new courses: 890-101 Fundamental English Listening and Speaking and 890-102 Fundamental English Reading and Writing. 890-102, Fundamental English Reading and Writing, is the focus of the study according to its changes of content and management which is described as follows.

The course 890-102 Fundamental English Reading and Writing aims at developing the students' reading and writing skills as well as minimizing the instructors' work loads. Following reorganization of the course, students attended a two-hour reading lesson (large class with 150-200 students) and a one-hour writing lesson (small class with 30-40 students) each week. Besides attending class three hours per week, students are required to access the Learning Management System (LMS) via <http://lms.psu.ac.th> to complete the supplementary activities, exercises, and quizzes. Students earn credit through doing such activities. Not only accessing LMS to earn credit, the students can

review the content of each chapter presented in the class via a document posted in the LMS. Along with doing activities via LMS, students must take two tests (midterm and final examination) focusing on reading, vocabulary, and grammar. Furthermore, the students earn a score from in-class activities that focused on practicing writing skill.

Beginning in March 2007, a Reconstruction Team was formed to study and outline the structure of a revised course. This team of 12 instructors met in several times and formed two subgroups to work on lesson plans and material for the course as well as to prepare the LMS. The first team, Team I, outlined and wrote the lesson plans as the first half of the revision process. This team of six members met about once a month for six month to plan the outline of the course. At the first meeting, each member was assigned specific chapters to develop lesson plan and classroom material. Once the lesson planning was completed, the second group, Team II, developed the supplementary documents and worked with the technician to prepare the LMS for use beginning in June 2008. In addition, all 12 members on the team had to produce the test papers for midterm and final examinations.

Just prior to the beginning of the first semester of Academic year 2008-2009, the Reconstruction Team met to select the three course coordinators. Coordinator I was responsible for the management of the course which sometimes had to deal with the department and faculty, Coordinator II was responsible for communicating with the faculty teaching the course and for preparing instructional materials, and Coordinator III was responsible for communicating with the students and for managing the test proctoring. Once the semester started, the coordinators were responsible to facilitate and deal with any problems that occurred. The Reconstruction Team decided that each

member should take a turn at teaching a two-hour lesson. Then in the Academic year 2008, the first time for launching the course, six members of the Team volunteered to teach the two-hour lessons. For the one-hour lessons, the department assigned the instructors to teach. Priority was given to members of the 890-102 Reconstruction Team with the number of instructors needed dependent on the number of students registering for the course.

The Participants of the Study

Instructors

In the first semester of Academic year 2008, four instructors volunteered to teach the two-hour lessons. Two of them were responsible for four sections of the two-hour lessons and four sections of the one-hour lessons. A third instructor was responsible for two sections of the two-hour lessons and two sections of the one-hour lessons. And, the fourth was responsible for 12 sections of one-hour lessons.

The participants of this study were from this group of the instructors. To gain overall information of the teaching strategies used in both large and small classes, the instructors who taught both sized classes were invited to participate in the study. They have never experienced teaching this class format, large and small in one subject. Two of three of them agreed to participate by allowing the researcher to observe classes and interview both instructors and the students from their classes. The third one was the researcher. And, the fourth one taught only small classes, thus, she was excluded from the study.

In the second semester of Academic year again 2008, 12 instructors taught the courses. Three were those who taught in the first semester including the researcher. Two

of the instructors not participating the first semester agreed to participate in the study by allowing the researcher to observe their classes and interview them and their students. Since they were the only two who were going to teach both large and small classes, they were then asked to participate in the study. For both of them, this was their first time to teach the course in the large and small class format. The researcher approached them individually and informed them about the objectives of the study and the process of data collection. After having time to decide, they agreed.

Consequently, there were four instructors total who participated in this study. Two of them participated in three large class observations, three small class observations and three interviews in each of the two semesters of Academic year 2008 (June 2008-February 2009).

Pseudonyms are used throughout this study for the instructors: Tammy, Kimberly, Kate and Tony. Instructors in the same department, they were primarily responsible for teaching undergraduate students. Two of them were less than 35 years old with fewer than 10 years teaching experience each. The other two were more than 35 years old with about 10 years teaching experience. Three of them worked at another organization before working in the department. The fourth one did not have prior working experience. This was the first job for Kimberly who graduated with a bachelor's degree in Humanity, English Major. Currently, she was doing a master's degree in Applied Linguistics. Her thesis was a study of the factors affecting learner use of a self-access center which focuses on the students' beliefs, motivation, confidence and understanding of autonomous learning. Based on her responses in the interview, research helped her understand more in terms of the students' attitude toward autonomous learning. Kimberly

learned that the majority of the students participating in her study rarely had any idea of what self-study is. They did what the instructors assigned them to do without realizing that the activity leads them to be autonomous learners. The other participating instructors in the current study held master degrees in English teaching.

When the study was conducted, Tammy and Tony were doing their own research involving learning and teaching English. They were working together to study the students' responsibility in learning a foreign language. In terms of professional achievement, Tony held the title of associate professor. And, Kate was researching with her team focusing on the students' satisfaction towards their study of 890-101 Foundation English I and 890-102 Foundation English II (former curriculum) after they had enrolled in 890-100 Preparatory Foundation English.

The four of them had never formally taught English or any other subject in large classes consisting of 150-200 students. Some of them had experienced a tutor lesson with 150-200 for only a couple of hours. All were members of the revision team. Consequently, they believed that they understood the rationale behind the way the course was organized. Briefly, it was about how to develop student reading and writing skills and how to manage instructors' time and work load more effectively.

Students

Typically, the instructors get name list of each class from the registration office. The names are listed according to the faculty, students' school year, and students' identification number. The first reenrolling student on the list and the first freshman on the list were selected. The eight students participated in the study, two from each class of each instructor, were agreed to be in the study after the researcher approach to them

and explained the objective and process of the study. The students were coded as A1, A2, B1, B2, C1, C2, D1, and D2. B1, C1 and D1 were reenrolling students from different classes. A1, A2, B2, C2, and D2 were freshmen from different classes. There was a class which there were only freshmen consequently, there were two freshmen selected from this class. Reenrolling students experienced studying in different size classes in other subjects. However, this was the first time for them to study English in a large class in this university. Freshmen studied in a small class, 40-50 students, in their high school.

Classroom Observations

Physical Environment

All of the classes of 890-102 Fundamental English Reading and Writing were meeting in the same building in several rooms depending on the number of students as well as the availability of the rooms. Three rooms similar in size and rectangular in shape were used for large class lessons. Two of the rooms were on the fifth floor, the top floor of the building, and the other room was on the third floor. The rooms were equipped with the same technology: a personal computer, an LCD, a projector, a microphone, and a screen, all located at the front of the room. Lecture chairs were arranged in rows with approximately 16 chairs per row with the aisle in the middle dividing the rows into eight chairs for each side. About 15 rows were in the largest room and 10 in the smallest room. The largest room, capable of approximately 240 students, was a rectangular room with four side-doors and a row of windows covered with blue curtains on the other side of the room. The lecture chairs were set in four main areas with the aisle in the middle across the room horizontally and vertically.

There were two screens: one front and center and the other in the middle of the room. All of the visual aids, a computer, and a projector were beside the first screen.

(Figure 3) The smaller rooms for the large class lesson had only one screen and that was in the front of the room. (Figure 4)

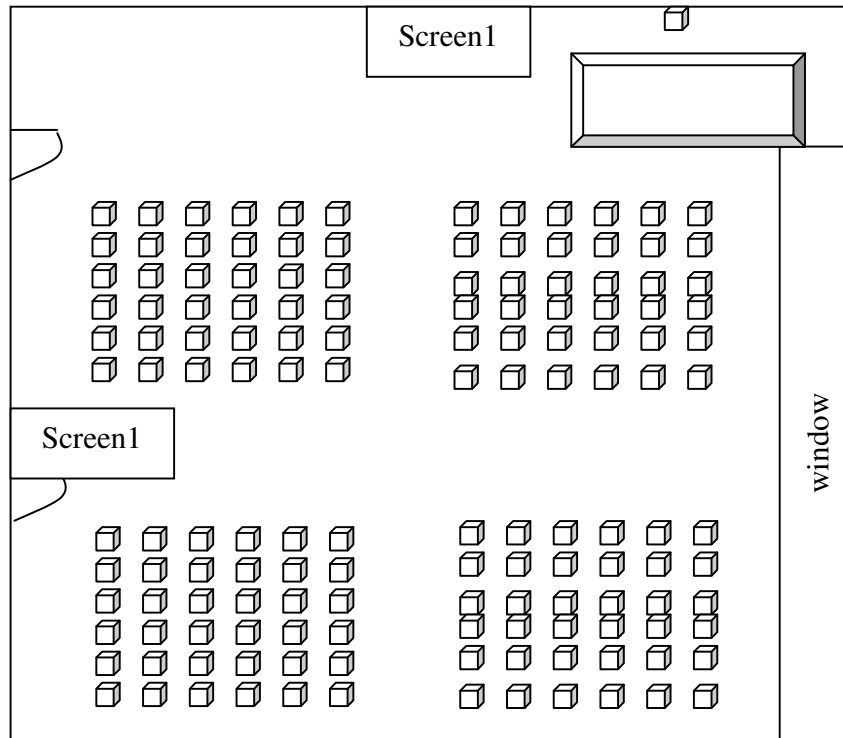


Figure 3 The Large Room for a Two-Hour Lesson

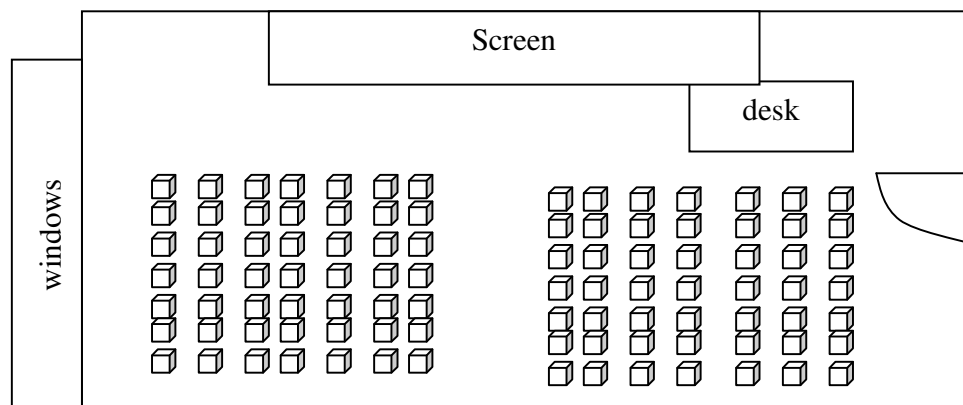


Figure 4 The Small Room for a Two-Hour Lesson

In addition, four rooms were used for small class lessons. Three of them were equipped with a personal computer, a whiteboard, an overhead projector, and an LCD. However, the fourth room did not have a personal computer or an LCD. Two of the rooms were on the second floor, one was on the third floor, and the other one on the fifth floor. Two of the rooms were rectangular rooms with approximately 50 seats. (Figure 5) The other two were larger, but arranged the same way with approximately 80 seats. The building had two elevators for the students to use and, when it was near to the class time, a lot of students were waiting to use them.

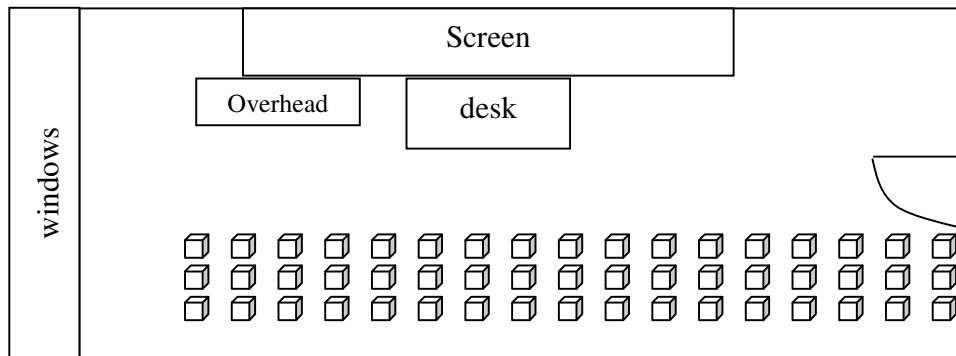


Figure 5 The Small Room for a One-Hour Lesson

Classroom Management, Strategies and Techniques Used in the Classroom

Through classroom observations, the researcher noticed that, in all of the large classes, about a quarter of the students entered the class before the instructors did. Usually, they sat in the same area every time they entered the class. Most of them were accompanied by their friends. In almost every large class, the seats in the first few front rows were never filled. Students filled the back and middle rows first. By the time the students were ready, on occasion the instructor had already begun the class for 15 to 20 minutes. Without any formal arranging, the students sat with their classmates from the small classes. The researcher observed that this seating was unintended since they did

not come at the same time and they were without any arrangement from the instructors. It was like this throughout the semester. Consequently, the instructors were able to locate where specific groups of students sat in the room.

For a small class consisting of one section, the students entered into the class just before or at the same time as the instructor. Few places were available for sitting. However, similar to the large class, the back row seating filled first. At the beginning of the class, the students sat in the seats arranged regularly. Then, after the instructors assigned them to work in groups, they rearranged the seats into a circle. However, in some classes, the room was too small to move around so the students sat together in the same row or turned around to see their friends who sat behind. For some classes, it was difficult for the instructors to approach every individual.

The instructors usually spent the first 10 to 15 minutes preparing the technology such as a personal computer, a projector, a screen, and a microphone for teaching. The podium was at the front corner of each room. The ceiling lights in the first row were turned off to help the students see the screen clearly. The instructors could see almost everybody in the front half but not those in the back half of the room; making eye contact with these students was difficult. This was especially true with the largest class with two screens, the second half of the room appeared to be left out. The only way the instructors could communicate with them was to walk toward the students. However, what the instructors communicated when they walked towards the students was not about the content, but about general information like greeting, and checking if they have all of the materials.

In the large class, the focus of the lesson was the comprehension of the reading passage, reading skill, grammatical points and vocabulary. Instructors gave Powerpoint presentations for each chapter, produced by the second group of the Reconstruction Team. These Powerpoint presentations to facilitate the instructors' lectures in both large and small classes were designed to present the content of the reading passage and exercises from the book. Each slide presented reading passages as well as exercises from the book. Each chapter of the original Powerpoint presentation was posted in Learning Management System (LMS) by the end of the week in which the chapter was taught. The students were able to review after the class. The purpose of giving Powerpoint was to facilitate teaching. The instructors were free to use or not use them. Throughout the observations, the researcher noticed that, even though the same Powerpoint presentation was given to the instructors, they used them differently.

Description of Instruction

Based on the observations of her large class, Tammy usually stood at the front of the class and began by preparing the devices used for the lecture such as personal computer, LCD, microphone and ceiling light. Because the ceiling lights affected the students' ability to see the screen, the front row of them was turned off.

Tammy had her own style of using the Powerpoint presentation. As designed, the Powerpoint presentation offered the reading passage in two to three slides; she rearranged the slides and expanded them by reducing the content in each slide. For example, instead of presenting one passage in two slides, she cut and pasted the reading passage into 10 slides. Each slide was added with comprehension questions or rhetorical questions or both. Based on the interview, she explained that the questions were used to elicit detail

and the understanding of the students. In addition it also helped the students to focus their reading. She mentioned in the interview that having the students read one short paragraph at a time caused them to concentrate and be active. The questions were presented at the beginning of each paragraph. Once she presented questions as well as part of the paragraph from the passage, she permitted the students to read and find the answer. Since the class was large, the questions tended to elicit yes-no answers which, from the interview, she believed it was easier to get the response from the students. Sometimes when asking comprehension questions, she provided choices for the students. The students just answered with a short word like one, two, three, or a, b, or c.

Throughout the semester, Tammy tried different ways of to ask questions and to get responses from the students. If the students took a long time or even did not respond to the questions, Tammy tried another way to get them to participate. Instead of waiting for the students to answer orally, she asked the students to raise their hands when they agreed with the answer. For example, in the lesson when the reading was about the author's favorite places, after she presented questions on the screen and waited for the students to read for a few minutes, she asked, "Time for answer, where is the author's favorite place?" There was no answer from the students. Tammy then gave choices on the screen and asked again "Please raise your hand if you think "a" is the answer. The students raised their hand for their answers. Tammy followed the same steps for other choices. While observing class, the researcher noticed that Tammy stood at the front of the class with the microphone in her hand and read the questions presented on the screen. She explained them to make sure the students understood them and knew what they were supposed to look for. In explaining the questions, she sometimes translated them into

Thai. Sometimes she paraphrased the questions. Then she let the students read silently for a few minutes. A short paragraph was then extracted from the reading passage on the screen. However, the students could also read the passage from their books. After a few minutes, Tammy read aloud through the passage with the students. While reading she gave the meaning of some vocabulary in Thai. In addition, she explained some cultural aspect in the passage. After she finished reading, she went back to the questions presented earlier. She asked for the answer from the students. It was quiet for a time. She then asked the students to locate which line of the reading passage contained the answer. The student told the number of the line.

She continued through the remainder of the reading following the same process. For some paragraphs, Tammy asked the students to read the questions aloud before reading the passage. However, when there was a paragraph with was no question, she translated and gave meanings for some vocabulary.

Further, there were lessons when the students were asked to practice reading skills. For example, they had to scan for information from the reading passage. The paragraph of the reading was presented on the screen. While she let the students work on the exercise, she monitored the class and conversed with the students. Mostly, the conversation was about a general topic while she checked the students' understanding about the exercise. For example, "Do you understand the instruction?" "Did you access the LMS?" "Did you face any problems in accessing the LMS?"

In the large class, once Tammy grouped the students to develop a list of prepositions. The researcher observed that the students did not move around, but worked with friends near to them. While the students were working, Tammy walked around the

class. She spent time with a group that had questions. Later, she presented the words on the screen along with example sentences and explained the use of each word. Most of the explanation was in Thai.

Based on the arrangement of the course, the small class followed the large class in the same week. For the small class of about 40 students, Tammy had the room with 50 seats on the fifth floor of the building. Class began at 8 o'clock, and a few students arrived after Tammy entered the room. Since the room did not have a computer and LCD, the Powerpoint could not be used. The instruction centered about the content presented on the overhead transparency prepared before class time. Tammy usually started the small class by reviewing the content, and grammatical points taught in the large class. After she finished reviewing and presenting the instructions for the activity for that day, the students began to work in groups formed by the students. Most of the assignments in the small class were writing activities. While the students were working, Tammy monitored the class. She observed and offered advice for each group. Sometimes, she also brought some dictionaries to the class, but they were randomly used. During the review at the start of the lesson, Tammy spoke Thai. However, she gave instructions in English before asking if the students understood. She translated when there was a sign from the students that they did not understand. For example, as soon as she finished giving the instructions in English, the students turned to their friends and had a conversation. Tammy asked what it was about. The students replied in Thai that they were just checking with friends to see if they understood it right. Every time she spoke English she observed the students' reaction and then checked their understanding. Interaction occurred among the students in the class and between Tammy and the

students especially when she monitored the class and stopped by each group. When she assisted each group in a small class she asked questions like, “Do you understand the instruction?”, “Do you have any questions?” and etc. These questions help the students get start with the writing or other activity.

In the case of Kimberly who also taught both large and small classes, she had been provided the same Powerpoint presentations as the other instructors. Generally, based on the observation, Kimberly arrived at class on time and spent the first minutes preparing the equipment: personal computer, LCD, and microphone. Before beginning the lesson, she checked if the light was bright enough for the students to see the screen clearly. In one of her observed large class, approximately 150 students sat in four sections. Most of the students sat with their peers from the small sections. Kimberly started the class by checking if the students had all necessary documents ready for the lesson. All conversation was in English. Since the content of the lesson was about Prince of Songkla University, Kimberly asked lead-in questions like, “How long have you been in the university?” and “What is the name of our university in English?” After the questions were posted, she made eye-contact around the class waiting for a few minutes for the answer. Answers were both in Thai and English and for when and where questions with exact answers. Rarely did the students answer questions asking for opinions. She then talked to the students in Thai.

Kimberly showed the content on the Powerpoint presentation to the students and then asked questions both presented on the screen. The students had the content, not the questions. They scanned the reading passage to find the answers and they discussed quietly among themselves. She gave the students a few minutes to read and answer the

questions. Next, she directed the students where to find the answers and why those parts were the answers. In addition, she taught the students how to guess the meaning of the word from the context. Thai and English were used in the explanation.

She followed the same process as the first paragraph for the remainder of the reading passage by giving the instruction in English before translating into Thai. Mostly, Kimberly presented the content based on the slides from Powerpoint provided at the beginning of the semester. Each slide provided questions as well as content from the reading passage. She read orally the questions on each slide and translated them for the students. Then, she gave the students a few minutes to read each paragraph. While the students were working on the paragraphs, she walked around the room and returned to the front to give the answers for each paragraph. She located where the answers for the questions existed in each paragraph without translating the paragraph. This process was repeated for each paragraph throughout the reading passage.

Kimberly's small class met in quite a large room of 100 seats. This small section of 38 students sat at the back of the room. At the starting time, she was preparing the equipment. For one of the small classes observed, there was an over head projector, whiteboard, and desk with audio set and microphone. The other observed small classes offered a personal computer, LCD, and audio set with microphone. In the class with no computer, Kimberly used the overhead transparency instead. In her small classes, Kimberly gave instructions in English and told jokes in Thai. She gave example sentences presenting the grammatical point and asked the students the meaning of the sentences. The students answered in Thai. Vocabulary included in the lesson was provided. After the presentation, Kimberly gave instruction for students to work on an

activity as a group; each group had to prepare a description using language taught at the beginning of the lesson. She also gave some examples on the whiteboard before permitting the students to begin the activity. The sentences were from her as well as from the students. She asked the students to form a short sentence using language taught earlier; then she wrote them on the whiteboard. The students arranged their own group. Later, she allowed the students to work on writing an assignment. She walked around the class, and stopped by each group to give some assistance. After monitoring the class, she placed herself in front of the class and answered additional questions the students had.

Kate was responsible for large and small classes. Her large class was held in the biggest room that had a capacity of about 240 seats. Similar to the other two instructors, Kate spent the first few minutes of the lesson preparing the equipment used in teaching; computer, LCD, audio set with microphone, and the light. Once she was prepared, the title and objective of the lesson were presented via the Powerpoint. I observed a difference in the sequences of the slides compared to the original presentation at the beginning of the semester. Vocabularies were extracted from the reading passage to present on the screen. Kate gave the meaning in English and let the students read additional explanation from the book. Then, she clarified and gave more example sentences. In teaching content of the reading passage, Kate modified the Powerpoint presentation by adding questions concerning the reading passage. Questions were the tool to get the lesson going. Focusing reading skill, she had the students read the first sentence of each paragraph. Each sentence was presented on the screen while the students were reading. After a few minutes, Kate translated and explained the function of the sentences. They were topic sentences of each paragraph. After completing every topic sentence of

the reading passage, Kate directed the students to complete the exercises provided after the reading passage.

While the students were working, Kate monitored the class. The researcher observed that some students did not have a book so they relied on the Powerpoint presentation. The exercises displayed on the screen were for Kate to present the answers; not all of the exercises were presented with the corresponding slides. Consequently, the students who relied on the Powerpoint presentation had to wait for the instructor to present the slides.

Kate presented the answers by locating the sentences in the passage supporting the answers. All key words and indicators to the answers were identified. Kate spoke English loudly and clearly most of the time. She used a lot of questions to lead the students to read purposively. During the observed lesson, students rarely responded. Kate waited for the answers no longer than a few seconds. Then she moved on with the lesson.

In her small class, Kate attempted to get the students to respond to her. She talked to them informally about what they had done the past few days. She started the conversation with English first, “How are you?”, “How was your day?” If the students kept quiet, then she spoke Thai. In the small class there was always group work with three to four students per group. The students arranged their own groups. The room used for this small class of 35 students was quite large consisting of approximately 80 seats. Kate gave instructions for the activity using Powerpoint presentation. After that, the students worked on the activity with Kate’s help. She not only gave some comments for each group she visited, she also checked the students’ attendance by asking them to write their names on the paper on which they were working. Then Kate signed her name on the

paper also which was submitted to her at the end of the lesson. Any absent students by rule would not earn the marks for the missing assignment and no delayed assignment would be allowed. During some of the group time, when Kate was in front of the class at her desk, the students went to her and to discuss their work.

Finally, the classes of Tony were also observed. One of Tony's large classes, observed three times, was on the fifth floor. It was equipped with personal computer, LCD, and audio set with micro phone. It was similar to other classes in that the instructors had to check the lighting. The room was quite dark, but the screen was clear. Tony greeted the students and engaged in small talk in English. He also presented the topic and an objective of the lesson in English. In one of the observed classes, Tony let the students read a paragraph to find the meaning of the words. Some students did not do as instructed. Some of them chatted or even looked out of the window. After a few minutes, Tony explained the meanings of the words the students were assigned to read. He also explained some grammatical points in the reading passage. In addition, Tony explained the meaning of some vocabulary in detail using context clues instead of looking in a dictionary. A Powerpoint presentation was used as it was originally prepared. Tony explained what to do. He allowed the students to read and complete the activity. Tony focused more on how to find the main idea, topic sentences, and guessing meaning from context than the product of reading correct answers to the questions. He used both Thai and English. At times he gave the meaning in Thai for some vocabulary. He also taught the students to focus on learning some vocabulary by finding synonyms, words related to the one presented in the reading passage. In the class he asked questions as well as pointed out important aspects of vocabulary and grammar along with the story

of the reading passage. Most of the class time he allowed the students to read and complete the exercises by themselves. He then gave the answers to those exercises. But the priority was on vocabulary and reading skill.

Tony's small class was observed three times throughout the semester as planned. He emphasized the use of LMS since he had provided extra activity and additional content. At the beginning of the class, Tony gave instructions to the students of what was expected of them in the class. The students formed groups and started working according to the instructions. Tony monitored the class and collected some questions from the class. Then, he went to the front of the room and gave explanations for the questions that had been asked as he went to each group. In explaining, Tony tried to encourage the students to speak up by asking them to give the answers or express their opinion. On some days, Tony started the class by reviewing the content he had taught in the large classes. Every class Tony mentioned how the students should built up their vocabulary; for example, he brought a dictionary to the class and had the students look up the word they did not know when he asked. It was an informal atmosphere when he did the activity. It was like a game when he asked the meaning of the vocabulary from the reading passage that the students were assigned to read in the large class.

Interviews

Instructors' Interviews

First interview.

The first interview was conducted before the beginning of the first lesson. It was aimed to gather information concerning the instructors' plan, views, and expectation

towards teaching the reconstructed course. What they originally thought what the course should be like.

1. How do you plan the lesson differently from the way you used to plan when teaching the former Foundation English?

The instructors prepared their teaching similarly to each other by starting from studying the lesson plan along material used in the classroom. Even though the course expected freshmen to be the target group, sophomores, juniors, and seniors re-enrolled in the course. This concerned Tammy who mentioned that, “The students were another factor that I considered when preparing the lesson. If I had weak students, I would prepare extra activities to be used in the lesson. Most of the time, the supplementary exercise was produced to brush up their background knowledge.” Further, for the other instructors, the number of the students per class was a factor that concerned them when preparing the lesson. Kimberly stated that the Foundation courses were scheduled to have 40 students from the same faculty (e.g., Arts and Sciences) in the class. She needed to be flexible with the time used for each activity. In addition, Tony pointed out that the Foundation courses were focusing on communicative skills, but there was less time for practicing using language for communication in class especially when there was a large number of students.

For the Fundamental English Reading and Writing, all of the instructors followed similar steps by studying the lesson plan, text book and supplementary documents used in the class. However, there were some differences in details. While studying the lesson plan, Kate paid close attention to time used in each activity. She prepared more example sentences in addition to the example from the book as well as comprehension questions

for the reading passage. This was similar to Tammy and Kimberly in terms of preparing the additional questions to the reading passage. However, Tammy did not prepare any supplementary exercises and additional content as she did in the former course. She stated that, since this was the first time the course was being launched, she would rather use the material given with as minor changes as possible.

Kimberly also studied the lesson plan and material in detail. She studied the material as if she were a student. She wrote questions while reading the passages. She did not pay strict attention to the time used for the activities; rather she focused more on the objectives of the lesson, what the students had to achieve in each lesson, and what she had to cover. Tony was also flexible about time expected to use in each activity. He viewed the large class of Fundamental English Reading and Writing course as a non-dynamic, lecture with one-way communication (from the instructor to students). During the preparation stage, he considered “thinking aloud” strategy. It was to say what he was thinking out loud so the students could follow what he was attempting to. He also prepared additional questions based on the reading passage.

The researcher noticed that the instructors started their preparation stage by studying the lesson plan, the book used in the classroom, and supplementary exercises. Instructors created their own additional questions or exercises while they were preparing the lessons. It was assumed that the additional information would help the students be able to comprehend the reading passage. Tony was the only one who mentioned the strategy of thinking aloud. He stated, “I expect the students to be able to follow steps of learning reading that I say out loud.”

2. How does class size affect your choice of strategies and techniques?

Some of the instructors did not see the number of the students as a factor in preparing their lessons. Kimberly stated that class size did not seem to affect the choice of strategies and techniques. What concerned her more than the class size was the students' ability. Based on the interview, Kate did not prepare things differently for the large and small classes; she planned to follow the lesson plan as much as possible. However, in terms of management in the large class, the students who sat in the back of the room may not catch everything she said.

However, it was different for Tammy. The large class made it difficult for her to get the students to talk. As a result, she prepared the questions and ways to get the responses from the students such as yes/no questions and raising the hand for the answers the student chose. When it came to a small class, Tammy thought it was more appropriate to ask information questions to get the answers from the students sometimes by calling their names. This was similar to Tony. He mentioned that the small class made it easier for the instructor to get to know the students. But for the large class, appealing Powerpoint presentations would be expected to get the students' attention.

To sum up, the instructor did not view class size as a major factor in choosing the strategies. As a matter of fact, they planned to follow the lesson plan which provided guide line for conducting the activity for each class.

3. What are your expectations?

The four instructors expected their students to improve their reading skills. Tammy expected her students to improve their reading skill and be able to read. Kimberly also hoped that providing appropriate exercises would help the students to

improve their reading skill. Kate expected her students to be able to read without translation from English to Thai. And, she expected the students to be able to answer wh-questions like who does what in the story. In addition to improving students' reading skill, Tony expected to train the students to be able to maintain their learning outside the class becoming an autonomous learner.

Other than improving reading skills, each instructor expected more from their students as well as from themselves. Tammy hoped that the students would gain a positive attitude toward studying English by focusing on reading and writing skills. In addition, since the course was also about learning writing, Tammy hoped that the students would be able to write at a sentences level and 90% of them would pass the course. Kate was concerned for the writing ability. She thought that her students should be able to express their ideas in English, not just using English words with Thai sentence structures. Further, Tony had an additional expectation like training the students to be autonomous learners. He also expected to teaching learning strategy for his study as well. In addition, Kimberly expected that her work load would be reduced.

From the interviews, it was understandable that the instructors expected the students to improve their reading skills. This is because the instructors were members of the Reconstruction Team who best understood the objective of the course which was to improve the students' reading and writing skills.

4. What problems concern you the most?

Instructors had their own concerns in teaching the course. Tammy was not sure if she would teach to meet the objective as other instructors. "When I am preparing for the lesson, I just wonder how the others would plan and would the objective be achieved the

same way as others.” Concerning students, she focused on the number of re-enrolled students. “If there are a lot of re-enrolled students, it will be difficult. This group of students is weak and they have experienced the former course which they might get confused with the present one.” In addition, Tammy believed that the management of the course requires a lot of self-discipline. The students’ responsibility was an issue that concerned her most. Further, the students’ attitude and knowledge they would really gain from the course concerned Tammy.

What concerned Kimberly related to the large number of the students in the class. She thought of the language used in the class whether it could be Thai or/and English. The large class would have more diverse students in terms of ability to listen and speak in English. In addition, it would be difficult to have the students pay attention in large class. In terms of content, understanding the content required some cultural knowledge which involved time to explain. Time spent on each activity was also a concern in the lesson. She did not expect to follow the time allotted in the lesson plan. It depended on the situation.

Kate pointed out several issues concerning students: the students’ responsibility, their interaction in class, and their level of vocabulary. These were expected to facilitate their learning as well as the instructor’s teaching. In addition, she was concerned about time spent for each activity especially in a large class. She was concerned that she had to cover the content based on the lesson plan so the students were able to do the activity in the small class.

Tony was concerned more with the learning strategies of the students. He wondered about how to help the students learn and work cooperatively between instructor

and students and among the students themselves. Tony was also concerned with students' diversity of knowledge, learning style, their adjustment ability, and how the students dealt with the problem.

Since this was the first time for the course to be launched, the instructors were then uncertain about what it was supposed to be doing or how the class should be like. Communication among the instructors was one way that they chose to reduce uncertainty. Tammy and Kimberly who taught in the same semester often discussed and shared information about their teaching. In the second semester, Kate and Tony taught the course. They admitted that they rarely talked to each other because of the busy schedule and little time was available.

Second interview.

The second interview was conducted about mid semester after the instructors had taught both large and small classes of the course. Data from the interview were expected to give an insight into the instructors' views on their teaching after a first half of the semester.

1. What are the things that do not meet your expectation? And why?

Tammy and Tony agreed that they could not tell much whether they had reached their expectations. Tony stated that, "There was no indicator to check if the students have gained self directed learning skills." He just asked the students if they had done additional exercises provided via LMS. "I believe that it is my responsibility to provide additional knowledge from the class. I make use of LMS. It is the students' responsibility to access and learn by themselves." While Tony focused more on the learning strategy,

Tammy noticed the improvement of the students' reading skill from their correct answers to the comprehension questions.

Kate was another one who expected that the students would improve their reading skill, but once she taught the students, she found out that they had an insufficient amount of vocabulary to develop their reading skills. As a result, she had to teach the students some vocabulary. Kate pointed out that, "To be able to read comprehensively, the students need both techniques and vocabulary." She also stated that it was difficult to see if the students had applied what they had learned from the large class in their small class.

Kimberly did not meet her expectation in terms of time spent for each activity. There was time when she could not finish the lesson in time. Some discussion questions had to be eliminated since it took time for the students to discuss and answer questions. In the large class, Kimberly faced difficulty hearing the students' answers. Kate believed that this would be the cause of the lack of response from the students later on in the semester. "Once I kept asking the students what the answer was, they spoke softer and softer."

Throughout the first half of the semester, the instructors learned that there were unanticipated things occurring in the class which affected the instructors' expectations. For example, the instructors hoped to gain the students' reading skill, but, from teaching, they learned that to achieve that expectation, the instructors needed to provide additional knowledge on vocabulary.

2. Do you still expect things that you did not achieve in question one? If yes, how would you initiate in the second half of the semester? If no, why?

Tammy and Kate expected the students to improve their reading skills and be able to read comprehensively. Tammy planned to add more questions which functioned as guided questions to help the students comprehend the reading passage. Even though Kate expected the students to improve their reading skills, she did not expect the 100% improvement. She thought at least the students should know how to develop their reading skills by themselves outside of the class.

Kimberly aimed at teaching in time by trying to manage time differently from the first half of the semester. The way she asked questions would change from open ended questions to questions with choices. Sometimes she allowed the students to raise their hand instead of waiting for them to answer orally.

Tony considered that the students would develop skill in learning, especially being autonomous learners. He would continue what he had been trying to do to gain an awareness of self learning and develop vocabulary and reading skills.

Even though the instructors found difficulties achieving what they expected at the beginning of the semester, they persisted through finding alternative strategies. In addition, some of them changed the expectation to be more realistic based on what they had observed in the class.

3. Please describe the lesson that you found successful in both large and small classes. Why is it successful?

Tammy felt happy with the class where the students asked a lot of questions and showed interest in the content she had been teaching. Even though there were not many

students answering questions, she still thought that others just needed more time to speak up. Tammy found successful the class where the students played using language they just had been taught, because she could see the students use the language and content they had just learned, and the class was fun. The students enjoyed it a lot.

The class that Kimberly found successful was indicated from the students' reaction in the class. They seemed to be interested in the lesson. She explained a lesson about daily life information rather than academic information as in other chapters. The students seem to be more comfortable with the lesson that did not require academic knowledge. For example, the students seemed to enjoy the listening activity which was the additional activity to the passage. From the observation, Kimberly let the students listen to the song that was mentioned in the reading passage. The successful small class was the class when the students wrote an assignment based on their own experience and presented to the class. The students were attentive during this activity.

The successful lesson for Kate was where the content was close to the students' experiences. Kate stated, "It is noticeable that the students participate more when they can relate content with their lives experience." For a small class, the activity was related to the content from a large class. The instruction was clear and the students were able to use what they learned in the writing assignment. Kate pointed out that "Since the students gained an understanding about content and language in the large class, they were able to connect the content with the activity in the small class."

Tony believed that the content of each chapter was an indicator of satisfaction. One of the lessons that he found successful provided questions that help guide the students through the story. And for the small class that he found successful, it was when

the students interacted with each other in doing the activity and interacted with the instructor to express their opinions.

Data from the interview showed two main criteria used by the instructors to judge the successful class. First, some instructors found that the successful class was where there was interaction between the instructors and students. Second, the class where the students actively participated in the activity was successful when the activity was completed. It was agreed among the instructors that one of the factors that helped make the class successful was the connection between the students' experiences and the content of the lesson.

4. How does class size affect your choice of strategies and techniques used in the classroom?

For Tammy and Kate, class size affected the choice of activity used in the class. The large number of students made it difficult to ask information questions and opinions questions. Tammy believed that Yes/No questions and multiple choices were more appropriate for the large class. Kate pointed out, "Large class did not provide much chance for the instructor to do things other than lecture." For Kimberly and Tony, class size did not affect their choice of instructional strategies. Kimberly thought that the content and objective of the lesson are factors she considered when she planned her teaching.

Class size appeared to affect the teaching regarding to get the students' feedback with an alternative strategies used in the class room. In addition to the class size, content of the lesson affected the choices of strategies used in the class.

Third interview.

The third, and last, interviews were conducted in the final week when the instructors had finished their teaching. The interviews aimed at elicit the instructors' views if they see things any different throughout the semester and what they have learned and or changed during their teaching. In addition, it is to get information regarding the second half of the semesters and to confirm via consisting information obtained earlier.

1. Please describe strategies and techniques you used throughout the semester.

Tammy explained her teaching throughout the semester by saying that while reading and writing class focused on different purposes, they were related to each other. In reading class, there were questions used in pre, while, and post reading. In pre-reading, yes-no questions were used to lead the students to the content of the passage. While-reading questions were used to elicit detail and students' understanding. Questions were asked at the beginning of each paragraph, and students could silently and answer the questions. After the students finished reading with class, Tammy left time for the students to do the exercise provided to check their comprehension. These exercises acted as the post reading questions.

For the writing or small class, Tammy started with a review of grammatical points taught in the large class. Vocabulary needed to be emphasized. Instruction followed. Later the students had time to complete the assignment as instructed. The instructor monitored the class while the students were working and gave feedback for the written assignments.

Kimberly focused her teaching on the objectives of the course that were to improve the students' reading and writing skills and to follow the lessons. In writing

class, she used many example sentences to review language points that the students were to use in their assignment. After the review, she permitted the students to work among their friends in the group. In the large reading class, Kimberly presented the topic and went through the reading with the students, using both translation and questioning strategies.

Kate described her teaching in writing and reading class following: Writing class (40 students) started with a review of the content taught in the reading class (100-150 students). In the writing class, the students completed the assignment according to the instructions provided in each chapter. The instructor first presented the topic, then gave examples different types of sentence structure and tenses that possibly could be used in the assignment. Kate managed to wait for participation from the students for about five seconds; then, she moved on whether or not there was any response from the students.

In the reading class, Kate lectured in detail explaining both content and language used in the passage focusing on vocabulary like synonyms. In addition, she believed that having questions concerning content of each paragraph helped the students read with focus and gain more understanding. She preferred not to translate the story to the students. Instead, she checked the students' understanding by listening to their responses to the questions asked.

Tony aimed his teaching at improving the students' reading skill which was similar to other instructors, and he would like to increase students' learning skills. In writing class, he lectured using thinking aloud techniques. He said orally what he was thinking with the belief that the students would follow and learn what they could learn.

Resources were provided via LMS as well as web resources for the students who were interested in improving their skills in learning English.

In small classes, he started the lessons with skill review. However, the content in writing class did not seem related to the reading class. Then, he focused on the individual students. Throughout the semester, Tony observed errors in the written assignments and provided content to help increase students' understanding and awareness via LMS. The students were encouraged to study more by themselves using content provided.

It is obvious that the instructors followed what had been planned in the lesson plan. However, the lesson plan was used as a guideline telling to what extent the content need to be covered in each lesson. Powerpoint presentation was provided to facilitate teaching. It was up to each instructor how they want to use it. They were free to apply the Powerpoint provided in any way they think suitable. Some modifications to questions used to elicit the answers and lead the student to comprehend the reading passage.

2. What teaching strategies did you use only after the midterm examination? Why?

Tammy and Kimberly claimed that they used the same techniques throughout the semester. Kate found that a period of silent reading was an appropriate activity for the reading class. Tony discovered that the students had problems in writing. Consequently, he corrected the written assignments by using codes that both the instructor and the students understood. He also made use of LMS by posting the explanation and content related to the students' written assignment. The students were able to access the supplementary posted. But the students did not seem to use these supplementary materials. From the students' work, it was obvious they did not proof read before they

submitted it to the instructor. He knew that because some errors were mentioned in the supplementary.

The instructors viewed that there were not any new strategies arising after the midterm examination. Instead, there were some strategies that the instructors found appropriate and practiced more than previous. This appeared inconsistency with data from observation and the data from the students' interviews. The observation presented earlier that the instructors had changed the ways they asked questions and elicited answers from the students. Further, the students also noticed that the instructors spent less time reviewing the content in small class and gave more time for the students to work on the assignment.

3. How does class size affect your teaching?

Tammy stated that she felt distant from the students in the large class. She could observe only the students who sat at the aisle seats. However, in the small class, she was able to ask questions and observe the students more. Kate said that class size affected her teaching strategies only in minor ways. However, it affected the class management more. Kate commented that she would not mind teaching large class but not too large. She suggested 80 students was the number that is manageable. As the matter of fact she taught different large classes 80 to 200 students. For Kimberly and Tony, class size did not seem to affect their teaching. Kimberly believed that the only choice for the large class was lecturing.

The instructors responded to the question as class size did not have much effect on their teaching. However, from their explanation toward this issue, class size affected the way the instructors asked questions. Large class required more effort in trying to get

the students' responses. Yes/no questions and multiple choice questions were often used and got the students' responses more than other questions. Some instructors found that class size affected building relationships with the students. Large class created a distance between instructors and students. They could walk to the students but only the students who sat close to or at the aisle seats were able to interact.

4. Please explain how your teaching matches or helps you achieve your expectations.

Tammy believed that what she taught during the semester was successful at a certain level. The students seemed to improve their reading skills. This was concluded because their answers to questions were more accurate compared to beginning of the semester. (Reference terms, vocabulary in context) After the students received feedback from her in the earlier assignment, they had improved and rarely made the same mistake in subject verb agreement as they did earlier. Based on Kimberly's earlier interview, she expected to cover all content within the time available; her techniques used in asking questions helped reduced the time waiting for the students' responses. Kate expected the students to have reading skills. Scanning helped the student read comprehensively. The way she taught helped the students learn how to read. The students understood what she tried to do and knew the objective of the lesson. This was observed from the way the students completed the activity in the class. They knew what they had to do and what they needed to achieve the activity. To meet Tony's expectation in gaining students' self-learning skill, the activity provided for the students helped increase their awareness to learn by themselves. The instructors appeared to be satisfied with their instruction and classroom management. They modified parts of their teaching to help the students to learn effectively.

5. Throughout the semester, did you have a similar ratio of students from large and small classes come to your office to discuss their study?

Tammy said the students did not come to her office rather they sometimes they asked in the class after the lesson or during working on their written assignment. This was similar to Kate and Tony. Kate said that after finishing the large class lesson, some students approached her at the front desk asking about the external reading or other assignment that the students had to do via LMS. Mostly the students asked questions about management like how they sent homework via LMS and to whom they would have to hand their homework. This was similar to the situation in the small class. The students from the small class mostly asked about homework. However, after they knew their score for midterm examination, some of them consulted with the instructor whether, with their score, they should continue enrollment or drop out and reregister next semester. The instructor did not decide for the students, but explained and informed them of the pros and cons. However, the students would need to make a decision by themselves. Tony mentioned some of the students came to him with reasons similar to Kate's students. They consulted about their score and how to learn to pass the examination. They rarely come to the office. However, the situation was different in Kimberly's small classes. The students sometimes went to her office to discuss how to gain a higher grade (compared to the previous semester that the student had registered). In addition, some students asked about the assignment.

All the instructors found that few students came to them. They mainly came to discuss their assignments and when they were due. In addition, some of them discussed their score. Rarely did they consult about the content of the subject.

6. How often do you meet with other instructors to discuss your class?

Tammy and Kate had conversations every week with the other instructors teaching the same courses. Tammy stated that the conversation was to consult and check the understanding about the content of reading passages. In addition, how the other instructors taught was discussed. This was similar to Kimberly who discussed content, teaching strategies, and how to grade the students' assignment in detail. Kate sometimes discussed with the other instructors. Since the time was not available often to have a chat among instructors, she did not talk much about the detail of the teaching. She asked about pronunciation of some words and discussed about how to check the students' understanding. Tony had no conversation with other instructors concerning the teaching of this course.

7. Please describe any change you have done throughout the semester.

Tammy expressed that she had adjusted the way she presented Powerpoint to be more understandable to the students. The way to elicit students' answers was also changed over time through observing the students' responses to the questions. If the students took a long time or did not respond to the questions, she tried different ways to get the students' responses such as calling the student's names. In addition, she tried different ways to assign them to group work so they would not be grouped the same way every time. When students worked in the same group one person did the same job every time. Some groups allowed the same person do the job with little help from other members in the group.

Kimberly stated that she did not change any strategies significantly, rather she adapted the sequence of teaching to match the students' knowledge and styles of learning.

For example, after teaching for a while, the students showed that they enjoyed speaking. So, in the writing class, she let them work on their writing assignment and read out their work to the class at the end of the lesson. She thought that this created an excitement in writing and students seemed to work actively. She also collected their work to give feedback later.

During the course Kate observed the students' responses which she believed was one of the ways to express their understanding. She kept asking different types of questions such as rhetorical and information questions. From the observation, she was trying different ways to ask questions which helped the students read comprehensively. She changed types of question, how she asked questions, and when she asked the questions. One thing not changed was asking questions in teaching reading as her main instructional strategy. After several weeks of teaching the course, she used more translation techniques in the reading class. This resulted from the observation that she found the students were quite weak and the content required a lot of cultural knowledge. She kept reminding the students to bring the dictionary to class.

Tony stated that there were not many changes in terms of the way he taught throughout the semester. He used more thinking aloud techniques. In addition, he asked the students to note the exercises and answers so they had things to review by the end of the semester. He saw changes in terms of the students' development in reading and learning. The students seemed to learn more reading skill which could be noticed from their more comprehensible and correct answers to the questions. But, one change was that the interaction was only from the students who sat in a few front rows.

The instructors made extraordinary changes, but they modified the strategies based on what had been done earlier. They tried activities they found appropriate for the students and served the objective of the lesson.

Students' Interviews

Two students were selected from each observed small class, for a total of eight students coded as A1, A2, B1, B2, C1, C2, D1, and D2. The two students with the same alphabet letters were from the same class. These students experienced learning in the large and small classes with the same instructors throughout the semester. The students were invited to give an interview twice within a semester. They came to the researcher's office at their convenience with each lasting for one-half hour. They were informed that the information from the interviews would not affect their learning in anyway and would be used for this study only.

First interview

The first interviews were conducted a week before the midterm examination. By then the students had attended both large and small classes. The researcher expected to get information on their views toward strategies used in the different classroom settings.

1. Please describe how you study in both small and large classes.

Only freshmen were enrolled in the section, which included A1 and A2. A1 said that in some small lessons the instructor told the story or news before beginning the lesson. An activity was to be done in class every week. Sometimes the instructor assigned groups for the students, but sometimes the instructor allowed the students to create their own.

In doing a written assignment, the instructor presented the topic and details needed in the assignment. In addition to the written assignment, were some role playing and presenting in front of the class. During work on the group assignment, the instructor approached the groups and gave advice. In a reading lesson, the instructor lectured, and explained according to the Powerpoint presented on the screen.

The instructor spoke both Thai and English. She spoke Thai when giving instructions and telling a funny story. This agreed with information from A2 who also stated that the instructor told jokes in Thai. A2 explained that, in a large class, most of the time the instructor lectured. Sometimes, the students were able to listen to the song and audio that related to the content of the reading passage. In the small class, the instructor had the students work in groups by giving instruction in English on the overhead transparency. In addition, before beginning to work, the instructor reviewed the content learned in the large class. A2 usually wrote the instructions for writing an assignment and sometimes gave a presentation according to the content read in the large class.

From another section B1 was a reenrolling student and B2 was a freshman. B1 described that the instructor paid close attention to the students in both large and small classes. During the lecture in the large classes, B1 noticed that the instructor regularly walked around the class when she had the students do the exercises. She presented a lot of example sentences in addition to the examples in the book. She explained grammatical points in detail. She mostly used Thai in explaining the content of the reading passage and grammatical points. English was sometimes used in giving instructions.

In the small class, there were group activities for the students to work together. The instructor reviewed and gave a lot of example sentences before having the students

work on the assignment. Sometimes she stood at the front of the class and other times walked to the groups and to help with writing. The instructor spoke both Thai and English, but mostly Thai.

Focusing language used in the class, B2 pointed out that the instructor lectured primarily in Thai, especially when giving instructions and checking the understanding. B2 illustrated the experience in both reading and written classes that the instructor began lecturing using the slide presentation of the content and describing the content of the reading passage and writing assignment. In the small class, a lot of presentations were given by students in front of the class.

The situation was rather similar for the class of C1, a reenrolling student, and C2, a freshman. C1 described the small class at 8 o'clock had an instructor who was friendly and had informal conversation. This helped the student relieve the stress he had before studying. The seniors had informed him, since he was a freshman, that this course was one of the most difficult subjects for freshmen. Many seniors had failed the course. He was the one who had failed the course in the earlier semester. However, after attending the course, he thought that it was not as difficult as he expected. He learned reading skills from the instructor who usually lectured and allowed the students to work on their own as he monitored the class. The instructor was funny and told some jokes while teaching. This kept the class awake. In the large class, there were too many students. The instructor could not pay attention to all students. The front row students were the group that always paid attention and responded to the instructor. The instructor mostly lectured. C2 was a freshman who claimed that both the large and small classes required much time to sit and listen to the lecture. The instructor lectured according to the Powerpoint presentation in

both size classes. In some small lessons, instructions were given on the screen after the review of the content needed in writing. In every small lesson, C2 had to do group work.

D1, a reenrolling student, explained that he read the material and looked up some difficult vocabulary before attending both large and small classes. In both classes, he always sat at the middle front row. While he was listening to the lecture in the large class, he took notes and reviewed them after class. This was to prepare him for the small class that followed. In class, he listened to the lecture most of the time and noted things emphasized by the instructor. From the same class, D2, a freshman, described her studying as follows. She listened to the lecture in the large class and noted the meanings of some difficult vocabulary. She attended the class regularly and reviewed the content from Powerpoint posted in LMS. In the small class, the instructor reviewed what was taught in the large class. Sometimes it was difficult to understand since is student missed the large class. After the instructor reviewed the content, she permitted the students to work as groups.

The students explained the lessons they experienced in general with some examples of particular classes. The result showed the consistency of the instructional methods used in the classrooms. In the large classes, lecturing style dominated the lessons with different content delivery techniques for each instructor. In small classes, students experienced small group work. However, only one student mentioned accessibility to LMS while it was also a requirement of the course.

2. What problems do you have in studying this course?

A1 did not face any problems. She believed that this might be because of her attending the class regularly. Also, she paid attention to the instructor and the instructions

were clear and easy to follow. A2 had no problem. She thought that this may be because she attended the class and reviewed regularly. It was different for B1 who found the vocabulary difficult. He could not translate the story and had difficulty understanding the passage. He believed that knowing the meaning of words would help him understand the text better. However, from the same class, B2 stated that there was no problem. He believed that attending the class helped reduce the potential for many problems.

C1 did not encounter any problems in studying. He thought that it was about understanding or not understanding the content of the reading passage. LMS was new for the student who was familiar with VCR (Virtual Class Room - a former website that was used in studying many courses in the campus). LMS was difficult to use. He had difficulty finding where to go to access the data. Additionally, C2 realized that he was having problems because he did not attend the class regularly because of work. He had difficulty keeping up with what was taught and assigned in the class he missed. He also did not go to see the instructor outside of class time.

D1 thought that he lacked basic knowledge in English like grammatical knowledge. This made it difficult for him to follow what the instructor taught within a class period. He was also afraid of asking the instructor and classmates. He was the only senior in the class, the others were freshmen. D2 pointed out that, in the small class, there were times when the students could not answer the questions posted by the instructor. During the waiting time, he felt pressured and worried. After a few minutes, nobody in the class could answer the questions. Consequently, the instructor provided answers. It was more like a lecture class which was quite frustrating. However, the second half of the

lesson, when the students had a chance to work on the activities or assignments, was interesting and challenging. The student did not finish them in class.

Data from the interviews showed that the students viewed the problems differently. Being able to understand the text clearly was one problem mentioned in the interview. They stated lack of basic knowledge of vocabulary and grammar as problems that needed to be solved. They thought that attending the class was a solution to solve problems. There were some students who mentioned problems concerning participation in the class. When there was no participation from the students, they became uncomfortable.

3. How do you solve the problems?

A1 and B2 stated that there was no problem in learning so there was no answer for this question. While A2 mentioned that she did not face any problem in studying but, for this question, she stated that when she had questions about assignments or content, she posted her questions via web board in LMS.

Other students who faced problems solved them as followed. Since B1 had problems with vocabulary, he tried to remember the vocabulary by writing down the words and meanings repeatedly until he learned them. C1 turned to ask a friend for explanation. The problems of C2 resulted from missing the class; he did only the activity assigned via LMS.

Only two students responded that they turned to the instructor when they faced problems. D1 tried to find time to see the instructor at his office and tried to finish exercises in class. In addition, he accessed the LMS to do additional exercises provided

by the instructor. D2 had to ask the instructor if she could postpone the due date of the assignment.

Based on the interviews, when there were problems, the students appeared to solve them by themselves or with their friends. The instructors seemed to be their last option they would turn to since they rarely mentioned the instructor as someone who could help them solve the problem.

4. Which activities in both small and large classes do you like the most? And why?

A1 preferred studying in a small class since she felt connected with the instructor. She was more comfortable asking questions with the instructor in small classes. In contrast, A2 preferred studying in a large class since there were a lot of students. The atmosphere was relaxed and fun. B1 thought that working in groups in the writing class was really useful since it was less stressful when working with members who could help each other. This agreed with B2's response. She stated that small group work was the favorite activity since it was learning friendly. Everybody had a chance to learn cooperatively.

C1 pointed out that in small classes, the instructor asked the students to say the word learned from the passage out loud. The instructor usually told additional stories in class. The content of the additional stories was related to the reading passage. The students learned more vocabulary, the language used in the passage, and some cultural aspect. C2 liked to do group work. This is because he had difficulty in writing. Working in a group helped him to express his opinion, and he learned how to write from members in the group.

D1 and D2 agreed that small group activities were useful in studying the course. D1 stated that small group activities helped him learn from friends. In addition, D2 thought that small group work allowed the student to discuss without being worried if the instructor would criticize her or not.

The students agreed that small group work was suitable and helped them learn from their classmates. They tended to be more secure when working in groups. There was only one preferred the large lecture class since a lot of students in the class made him relax and the instructor did not pay particular attention to him.

5. How the relationship with the instructors was different between large and small classes?

There were different degrees of relationship between the instructor and the students. From the students' point of views, they appeared to contact the instructors when it was necessary.

A1 went to the instructor's office to hand in homework and ask about things that were not clarified in the class, mostly about how to do the assignment. A2 explained that she felt closer with the instructor when she was in a small class. The instructor was able to meet the individual student in a small class. Similarly, B1 said that there was rarely any conversation with the instructor in the reading class. However, the students appeared to see the instructor after the writing lesson, but not in the office. This was the same for B2. There was no conversation outside the class. Mostly, the student talked to the teacher about the lesson after she finished the written lesson.

C1 went to see the instructor to ask when the assignment was due. The student observed that after finishing a large class, students approached the instructor. So, he

preferred going to see the instructor at the office. C2 said that there was not much relationship between the instructor and him since he had not attended the class regularly. He also did not go to see the instructor outside of the class. D1 thought it was difficult to contact or consult the instructor outside of class since the time was not available. It depended on the instructor's time and he was busy most of the time. D2 stated in the interview that she had never seen the instructor outside of class time.

It was obvious that the students rarely came to see the instructor outside class. There were no personal relationships between the students and the instructors. Data from the interviews showed that the students came to the instructors only when they have problems which they could not solve by themselves or by asking their friends.

Second interview.

The second interview was conducted in the final week of the course. The questions were to collect information about their study after midterm examination. This interview aimed at finding out if there were any changes in the instructions used in class.

1. Please describe how you study in both small and large classes.

A1 described the writing class that there were not many details explained from the instructor like it used to in the first half of the semester. She gave topics and let the students write their own assignments. Both Thai and English were used in the classes. There were still various activities to practice using language learned from the large class. A2 observed that there was only lecture in the large class and lecture plus written activities in the small class.

B1 explained that during the course there were many lectures and additional examples and exercise to practice. In addition, B2 viewed that the instructor did not talk

much as previously. She started the lesson right away, giving the impression that there seemed to be a lot of content to cover each period. Consequently, she mostly lectured and permitted the students to write and role play. In the large class, she lectured using Powerpoint to present content and exercises. C1 felt more relaxed than at the beginning of the semester since the instructor was friendly and eager to answer the questions without any frustration. C2 increased his frequency of attendance small class more than the second half of the semester because there were many assignments to complete. D1 reviewed the material before studying for the large class and did the exercises assigned in the small class. D2 listened to the lecture and took notes when she was in the large class. In the small class, she did the assigned exercises.

The students explained instructor differences they noticed in the second half of the semester. Some of them felt closer to and more comfortable with the instructor. They noticed a difference in the way the instructor taught, especially in the small class.

2. What problems do you have in studying for this course?

A1, A2, B2, and D2 did not report any problems studying for the course; however, B1 and D1 identified a problem with vocabulary. There was a lot of difficult vocabulary and it took much time to remember. C1, on the other hands, believed that the large class was too large. Concentrate was difficult because some students talked at the same time as the instructor. C2 had difficulty understanding the content in the small class since he missed some of the large classes.

Some of the problems identified by the students in the second half of the semester were the same as those mentioned in the first interview. They had been trying their own

strategies in solving problems. However, there was a problem that they could not solve that was the disturbing by the other students in the large class.

3. How do you solve the problems?

B1 solved the problem with difficult words by looking them up in the dictionary and studying from the vocabulary log. B1 stated that “Sometime I do not understand what the instructor taught because I do not know the vocabulary. So before the class I try to find the meaning of the difficult word to be able to understand when the instructor teaches.” To solve the same problem, D1 wrote the words down several times until he remembered. C1 did self-study. C2 asked friends to explain and asked the instructor if he missed any assignments. It was the same as the first interview when the instructor was the last option the students would turn to.

4. Which activities in both small and large classes do you like the most? And why?

A1 found that group work was useful. The instructor could reach the students easily. A2 viewed that listening to the lecture was fun and knowledgeable. The instructor presented the topic interestingly. Questions for each paragraph led to the understanding of the content. B1 thought group work was good; friends helped explain when the instructor did not have time for everybody. B2 added that small group work did not make it too tough for the student to work on. C1 thought the small group activity was OK, but there were too many assignments were given. Additionally, small group works made C2 feel more comfortable to talk and ask questions without being embarrassed. Small group work was popular in different activities; for example, D1 liked to work in small group work for writing and D2 liked small group work for role playing.

Small group work appeared to be popular among the students in this study. In addition to the benefit they gained from working with friends, they believed small group made it easier for them to communicate with the instructor.

5. How the relationship with the instructors differed between large and small classes?

C2 and D2 had never visited the instructor outside the class. Other than stating that too many students approached the instructor at the end of the lesson, some of the students pointed out that going to see the instructor outside the class was unusual for them. One of the reasons would be that in the Thai culture, the younger pay high respects to the older. Most of the students talked to the instructors when fewer people were near; for example, in the small class or at the instructors' offices. A1 reported no conversation with the instructor in the large class. Most conversation in the small classes was about the assignment. A2 also said that in the large class, the interaction was only to answer the question. The student appeared to be more comfortable with the instructor regarding asking and answering questions. B1 did not have much conversation in the class. She preferred seeing the instructor after the small class finished. B2 stated that the only interaction was asking and answering questions in class. C1 was not close with the instructor. He just went to see him at his office after being informed about the score to confirm that this score was sufficient for him to pass the course. D1 thought that the instructor was difficult to reach when he was in class. The student had to see him at his office.

Large classes with many students make it difficult for students to communicate with the instructor. However, the students were able to contact the instructor when they

needed to. That was when the students needed information on the scores, and assignments not about the content.

The findings show that the instructors used lecture in teaching both large and small classes. In the large classes, they conducted the lesson using different types of questions to get interaction from the students. The instructors began the lessons with information questions to which the student rarely responded. Later in the semester they used more yes/no questions and multiple choice questions. These types of question elicited more responses from the students. Thai and English were used as medium in lecturing. Further, in the small classes, they also lectured. However, the purpose of the lecture in the small class was to review content the student had learned in the large class. The instructors focused on small group activities and interaction between students and instructors. Data from the interviews and the observations showed that the instructors modified their instruction throughout the semester when they found that their instruction techniques did not work. The students stated in the interviews that they noticed these changes and found that some changes were not what they wanted (e.g. time spent in each activity). However, there were some changes that helped them learn such as small group activity. These findings are analyzed in the next chapter.

CHAPTER V

ANALYSIS OF THE STUDY: CHANGING STRATEGIES IN TEACHING

Through the lens of Fullan's change theory, the following research questions were studied.

1. What strategies and techniques occur in small and large language classes?
2. What is the rationale for the use of such strategies and techniques?
3. How do they affect the instructors and students?
4. Are there any realities that cannot be explained by change theory?

To answer these questions, data gathered from classroom observations and interviews of instructors and students were analyzed. The analysis is presented according to the two of three stages of Fullan's change theory: initiation and implementation. The last stage, continuation or institutionalization will not take into account for this study since it was suggested to consume three to five years to sustain the institutionalization stage. The initiation stage of the reconstructed course 890-102, Fundamental English Reading and Writing involved the process of the reconstruction of the course from the former courses, Foundation English I and II. In addition, lesson plan and material preparation was involved in the initiation stage. Finally, the implementation stage involved changing strategies and teaching different class sizes, lesson plan effect on the choice of strategies used in teaching, choices of strategies used in teaching, and effect of

changing strategies on the students.

The initiation

The Reconstruction of the Foundation English Courses to Fundamental English Reading and Writing

The Foundation English Courses 890-101 and 890-102 were required for Prince of Songkla University (PSU) students to complete before they graduated. The Department of Languages and Linguistics provided these courses for decades. Throughout this time some changes occurred in the courses for example, the textbook and the evaluation system were changed. However, the arrangement appeared to be the same, meaning the students had to participate in a two-hour lesson per week.

By the end of 2006 a move was under way to revise the course, but there were factors to consider: first, the students needed to enroll in the course to meet requirements and to fulfill their needs in using English in the future; second, the expectation of the university that the students be able to use English for communication globally; third, the department's capability to serve the increasing number of students. These factors led to the involvement of every English teaching instructor in the department to plan the change.

The initiation of the changes in the Foundation courses derived from the necessity to deal with the increasing number of students enrolling in the courses and the need to lessen the instructors' workload. The reconstruction courses were expected to be more effective and served current situation. Fullan (2001b) pointed out that, "At a general level, we might assume that specific educational changes are introduced because they are desirable according to certain educational values and meet a given need better than

existing practices.” (p.53) Based on the change theory, the initiation stage would possibly take a year or two to develop. The Department of Languages and Linguistics began the process in March before the end of Academic Year 2006 and expected to implement the revised courses in Academic Year 2008. Consequently, there were approximately 15 months to create the new courses. At the beginning of the process, the instructors agreed that the revised Foundation English courses should be different from the former courses in terms of materials used in the course, instruction and evaluation, and organization. The revised Foundation English courses were changed to the name 890-101, Fundamental English Speaking and Listening or 890-102, Fundamental English Reading and Writing. Then, the two course reconstruction teams were set. Instructors volunteered themselves into groups either 890-101, Fundamental English Speaking and Listening or 890-102, Fundamental English Reading and Writing.

The Reconstruction Teams of the two courses ended up with a similar number of instructors, 14 for 890-101 and 13 for 890-102. There was no formal announcement from the department to require an equal number in each team. Since the reconstruction of the course involved every instructor in the department, everyone needed to belong to the appropriate team. Two instructors who left to further their study came back to work after the Reconstruction Teams were set. They were approached by each team to be the leader and they both consented. In this process of reconstruction, some of the instructors volunteered while others were involuntarily involved. Fullan (2001b) mentioned that people can be voluntarily or involuntarily involved in the change. In either case, participants would experience ambivalence about its meaning, form, or consequences.

The study focused on the reconstruction of the 890-102, Fundamental English Reading and Writing course, especially reconstructing material, management, and evaluation. These required understanding of the purposes of the course. In implementing a new program, Fullan (2001b) suggested three components are involved: first, the possible use of new or revised material (In this case they were a text book, supplementary exercise and document, and lesson plan.) second, the possible use of new teaching approaches (e.g. teaching in different size classes), and third, the possible alteration of beliefs (In this study, it involved the belief in teaching in a different environment from the former Foundation courses.). This environment was not only the classroom setting but also teaching, students, instructors and the management of the course. One of the beliefs in teaching language, observed from the study, was to get the students to interact with the instructor as much as possible. Since some of the classes were large, the instructors focused more on the objective of the lesson than on trying to have the students interact with the instructor. These three components supported the change process of the course. During the reconstruction process, a new teaching approach was not mentioned. The instructors had to figure out the best way of teaching. However, based on the lesson plans, the instructors were to teach a certain way as guided by the activity provided in the lesson plan.

Lesson Plan and Material Use in Teaching

During the initiation process, the course was outlined and the materials were prepared. The members of the Reconstruction Team started to look for a book for the course with an emphasis on increasing students' reading skills. The students attending the courses would be expected to learn and improve their reading skills. As a result, the book

and materials needed to serve such a purpose. Hence, the initiation process when considered the moral purpose, the benefit would be to the students with the additional purpose of reducing the instructors' workload. To achieve a reduced workload, the management of the course was changed. The Reconstruction Team divided the course into three main parts: a two-hour lecture per week, a one-hour lecture per week, and a session in Learning Management System (LMS). It is the system that the university developed and encouraged to be used. With this kind of management, the team expected to reduce the instructors' workloads. From the study, it was discovered that instructors who taught this course in Academic Year 2008 had approximately 10 to 13 hours teaching per week. This management did not appear to reduce the teaching work load. Nonetheless, fewer instructors were involved in teaching the course each semester. Normally, almost every instructor was involved in teaching both Foundation courses depending on the number of the students registered for the courses. In the first semester of the reconstruction course, four instructors were teaching the course, and there were nine instructors in the second semester. It appeared that the instructors' work load in teaching the course was not reduced, but the course involved fewer instructors. Each instructor was able to teach more students compared to the former course arrangement. With this type of management, the students studied English focusing on reading in the two-hour lesson and writing in the one-hour lesson. In addition, the students could study outside the class. This was by accessing LMS. All Powerpoint presentations and supplementary documents were posted in LMS. The students were advised to access LMS and complete the required activities. This led some instructors to try to increase the students' learning skills. Tony, one of the instructors, aimed at gaining the students'

learning skills. In preparing the lesson, he designed the activity based on his expectation that the students should be able to learn by themselves outside of the class.

During the initiation stage the instructors were bound with the responsibility as members of a Reconstruction Team to develop the course collaboratively. Members of a Reconstruction Team had met formally in regular meetings as well as had engaged in informal discussions while they were working on the reconstruction process. As Fullan (2001b) explained, one of the components involved in change theory is relationship building among people in the process. This related to the component of knowledge building and sharing. Since the intention of the group was to discuss and determine what and how the course should be, the instructors on the team expected to share what they learned and planned.

The Implementation

Changing Strategies and Teaching Different Class Sizes

Just before the beginning of both semesters in Academic year 2008, there was an orientation session for the instructors who were going to in teach 890-102, Fundamental English Reading and Writing, that semester. The sessions were about the use of books and materials used in the classroom, for example, as well as the criteria for written assignment evaluation. While this was the first time the course was launched and none of the instructors had experience teaching a class of 150-200 students, there was no formal orientation about teaching strategies used with large class setting. In the orientation session, the instructors were provided lesson plans, books, and a CD of the Powerpoint presentations.

Lesson Plan Affect on the Choice of Strategies Used in Teaching

Fullan (2001a) suggested three dimensions (new materials, new teaching approaches, and new beliefs) in a classroom changing process. New use of material (a textbook, supplementary document and a lesson plan) occurred. A study of the lesson plan showed that it was organized based on the text book. The layout of the book started with a pre-reading activity, such as discussion questions, and/or scanning questions. That was followed by a reading passage and brief information about the source of the reading passage. Next, there were reading exercises, discussion, and writing exercises (to be done in the small class). The book followed this pattern throughout the course. The lesson plan laid out the activity step-by-step with time allotted for each activity. For the large class, the focus was greater on the content to be covered. And, when it came to the discussion and writing activity, in the small class, most of the activities required the students to work in groups.

Literally, it appeared that the instructors had guidelines for the content they were to cover within the two-hour lessons, focusing on reading, and even sometimes the lesson plan told the instructors what and how to do. However, the strategies and techniques depended upon the instructor. The lesson plan for the one-hour lesson, focusing on writing, included both content expected to be covered in each lesson and goals to be achieved at the end of the lesson. The goals tended to influence the choice of teaching strategies used in the one-hour lesson. For example, one of the goals presented in the lesson plan was that the students work in groups to write an assignment about their special place in life. Based on this goal, the instructor was free to choose the strategies for

presenting information; however, this must be done when the students worked in groups.

Then, they followed the lesson plan.

Choices of Strategies Used in Teaching

Large class setting.

Precisely, the lesson plan was outlined based on the content of the book and time allowed. The instructors had an idea of what they needed to accomplish and what goal they were to achieve in the lesson. This led to the use of new teaching approaches. Based on the observations, the instructors taught with consideration of the lesson plan. They roughly went through the same steps. Instructors had their own teaching styles. In the two-hour lesson with a large number of students (150-200), the instructor was limited to the kind of options that could be employed. It was difficult to implement activities that required the students to interact among themselves and with the instructor. From the interviews and observations, lecture seemed to be the choice for the instructors. However, from the interview, what made the lecture interesting depended on many elements such as the instructors' ability to lecture and present via Powerpoint. The Powerpoint was originally provided to the instructors at the beginning of the semester, but they modified it according to their teaching style. Additional questions were provided based on the assumption that the questions would help the students read the passages comprehensively. Moral purpose was evident when the instructor chose strategies beneficial to student learning. Whatever strategies the instructors chose, they were to increase the students' reading ability.

All four instructors in the study gave lectures in the large class. They used the Powerpoint differently to augment their lectures. They understood the change that was

occurring to the course since they were members in the Reconstruction Team. But not all taught alike. Even though Kate and Tony paid attention to building up vocabulary in the reading class, they taught differently from each other. Kate presented vocabulary extracted from the reading passage with the meanings on the screen. She went through each word thoroughly before reading the passage. Tony explained the meaning and a synonym of vocabulary words every time he came across the words while he was teaching. He described a way to increase vocabulary for the students was to let them practice guessing the meaning from context. Related to what Tony mentioned in the interview, he expected the students to be able to learn by themselves outside of the class. Once the students learned how to guess the meaning using context clues or other techniques, they were expected to be able to use what they learned when they read outside the class.

Focusing on the large class lesson, Tammy and Kimberly appeared to emphasize more the teaching of reading skills. They used a lot of questions in leading the students to read the passage comprehensively. Most of the activity focused on comprehending the content of the passage.

Small class setting

In small classes, focusing on writing, the lesson plan assigned a certain goal for each lesson. The instructors had an idea of what needed to be achieved. Additionally, the lesson plan was set that, to complete the activity, the students were required to work in groups of three to four. As a result, the instructor had to get the students into groups when teaching the small classes. Based on the observation, in teaching small classes, the instructors moved around the class more than they stood in the front. Sometimes the

instructors approached the groups and had conversation with individuals. They managed to visit every group in the class. Based on the interview, Tammy felt distant from the students in the large classes. In the small classes, she felt closer to the students. She was able to observe and communicate with the students closely. In the small classes, Kate was able to communicate with the students individually and check their attendance. For Tony, a challenging activity was to have the students play a game that helped them learn more vocabulary.

Among these small classes, instructors shared similar aspects of trying to be close to the students. They attempted to apply this aspect in some of the observed large classes. For example, Tammy walked around the large class whenever it was possible even though the conversation was not about the content of the lesson. She still did the walking to socialize with the students. In small classes, the instructors had a more informal style compared to the large class. They were able to approach the students easier and more often. This was under the assumption that the students would be more secure in talking or asking questions with the instructors. Across the four instructors in the study, one focused more on the use of LMS. Even though the course required the students to access the LMS, which had been prepared by the Reconstruction Team, the instructor still created his own section of LMS for his students from the small classes to access and study supplementary exercises he provided. This was for the purpose of helping the students to study and gain a self-learning skill. Based on change theory, which moral purpose is one of the elements that helps create positive change, the instructor provided more supplementary materials to benefit the students. There was no extra credit for this activity.

In teaching this course with the management of different class sizes, technology was used as part of the course requirement as well as an alternative channel to learn and communicate among each other and with the instructors. The use of technology was paid attention to during the initiation stage. The design of the course included the use of technology as a requirement for the students to complete the course.

Fullan (2001a) pointed out factors that make what was designed in the initiation stage possible to practice in the implementation stage. These factors are local characteristics, external factors, characteristics of change. Local characteristics are the organization of the Department of Languages and Linguistics, courses requirements, graduation requirements. External factors are the university's mission and the National Education Act of 1999. Focusing on the latter, need, clarity, complexity and quality/practicality, the instructors who taught the course understood the need for the change of the Foundation courses since they were members in the Reconstruction Team. The need for the change derived from the problem of the increasing number of the students affecting the instructors' workloads. The objective of the reconstruction was clarified which lead to the practice of lesson plan and practice in the classroom. Complexity is another characteristic of change involved in the implementation stage. Fullan (2001a) stated that it involves difficulty in the process of change which required the individual responsible for implementation. This requires the individual responsibility. The course started the process of change so it was not only the instructors who taught the course, but also the instructors from the Reconstruction Team who are responsible to implementation. The other characteristic of change is quality and practicality of the program which is the new curriculum.

Effect of Changing Strategies on the Students

The course was reconstructed under the aims of reducing the instructors' workload and increasing the students' reading and writing skills. The management of the course aimed at teaching reading skills in a weekly two-hour lesson and writing skill in a one-hour lesson weekly. The students did not participate in the initiation stage, but were involved in the implementation stage. Data from the interviews showed that the students observed some changes made by the instructors. However, what the student observed was different from the instructors' intention. One of the students stated that the instructor did not explain the instructions and did not give the example as much as she used to in the beginning of the semester. While the instructor did not intend to give fewer examples, she observed that the students needed more time in doing each activity. Consequently, the instructor intended to try to find the appropriate time for completion of the activity.

The students observed a difference in teaching between large and small classes. They learned that in the large reading class, they needed to be attentive to lecture. In addition, the students tended to be more comfortable in studying in the small class where they did group work with the help of their peers. This data appeared to relate to the moral purpose mentioned in the initiation stage which aimed at improving the students' reading and writing skills. With the focus on each skill at a time, the students were expected to increase ability in reading and writing.

In the large class setting, both instructors and students felt the distance between each other. The students had opportunities to interact with the instructor in the small classes where there were fewer students. Since the instructors also realized the need to

interact with the students, LMS was introduced as an alternative channel to communicate with the students as instructors taught the course.

Focusing the degree of relationship building among the instructors who taught the course, the instructors in the first semester communicated more among themselves than did those who taught in the second semester. While the instructors in the second semester admitted that they rarely communicated with each other, the study led them to realize the essentials of communication and sharing knowledge. One of the instructors reported thinking of opening a web board for the instructors who were teaching the course to communicate via LMS.

To sum up, in different size classrooms, the instructors changed their strategies from lecture with questions to lecture with small group work and discussion questions. Even though the instructors taught according to the lesson plan, they chose different ways to present the content assuming that the students would gain the most out of it.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND FINAL THOUGHTS

After the all data were present and analyzed, additional information gained from the study are presented in the chapter. There are seven main parts: theoretical framework, summary of the study, summary of finding, conclusions, and benefits from the study, recommendations, and final thoughts.

Theoretical Framework

Fullan's change theory posits that change occurs in a cycle of initiation to implementation to institutionalization. It is a dynamic process where each stage can give feedback to the previous stage. In education, the initiation stage can be associated with different factors (e.g. teacher advocacy, new policy-funds, problem-solving, and bureaucratic orientation) (Fullan 2001a). Once the decision to change has been made, it is time to put it into practice, the implementation stage. Here, the characteristics of change are the need of change, clarity in the objective of change, complexity of change process, quality, and practicality. First, focusing on the initiation stage, data are presented in two main themes: the reconstruction of the Foundation English Courses specifically relating to the Fundamental English reading and writing course, and second, the instructors'

expectation before beginning the course. Then, focusing on the implementation stage, themes are described regarding strategies in teaching different class sizes, lesson plans affecting the choice of strategies used in teaching, choices of strategies used in teaching, and the effect of changing strategies on the students. Within this analysis of Fullan's change theory are integrated: moral purpose, understanding change process, relationship building, knowledge building, sharing, and coherence making.

Summary of the Study

The Foundation courses, 890-101 and 890-102 were a requirement by Prince of Songkla University (PSU) students to graduate. The students were supposed to register for the courses during their first year in the university, 890-101 Foundation English I in the first semester and 890-102 Foundation English II in the second semester. Students were required to attend two one-hour lectures and one one-hour listening lesson per week. Forty to fifty students were in a class. They were expected to practice using English for communication through the four skills of reading, writing, speaking, and listening. The courses were to be reviewed in a five year cycle by the Department of Languages and Linguistics. Consequently, it was time to reconstruct the courses to be used in Academic year 2008. Because of the need for the five year review, and the increasing number of the students registered for the courses, the Department needed to revise the courses to make them more appropriate for the current situation.

The courses were reconstructed into 890-101, Fundamental English Speaking and Listening and 890-102, Fundamental English Reading and Writing. Both courses are required for graduation. Fundamental English Reading and Writing 890-102 was totally different from the former course in the objectives and instructional arrangement of the

lesson. Under the new format, the students attended a two-hour lecture in a large class with 150-200 students and a one-hour lesson in a small class with 30-40 students each week. This new schedule led the researcher to be interested in studying the strategies used in teaching different size classes.

Explored were the strategies and techniques to facilitate language learning in large and small class settings regarding curriculum, management, technology tools, assessment/grading, and communication/interaction among students and between students and teachers. Also investigated in-depth were the instructors' and students' perspectives on the instructional process.

Data collected from classroom observations and interviews were analyzed through the lens of Fullan's change theory. Four instructors and eight students participated in the study. Data were collected through 24 classroom observations, 12 interviews of four instructors, and 16 interviews of eight students. The observations and interviews were conducted June – October 2008.

Summary of the Findings

Data were analyzed based on the first two stages of Fullan's theory which involving initiation and implementation. Since it takes three to five years to complete the third stage, institutionalization, the study focused only on the initiation and implementation stages.

Four research questions were developed. The first two related to each other since they were about the practice and rationale behind how the instructors organized the curriculum and taught their classes.

1. What strategies and techniques occur in small and large language classes?

Data from the observations showed that the instructors lectured in the large class using a variety of materials such as paper documents and Powerpoint presentations. Even though the materials were prepared by the Reconstruction Team, the instructors were free to use them however they wished. They used different question types to begin the lessons, for example, “What do you do during the weekend?” and “Where do you usually have lunch?” Some questions related to the passage the students were going to read. For instance, in the lesson where the students had to read the passage about the life-styles of people in a different country, one of the instructors asked questions like “Has anyone in this room ever been overseas?” “Which country did you go?” “What are the things you found different from Thailand?” They expected that some of the questions would increase the students’ understanding of the reading. Even though all the instructors aimed at improving the students’ reading skills, their foci were distinguished in the class. Some of the instructors taught vocabulary by presenting meaning in both English and Thai before reading. All instructors taught how to guess meaning from context and how to enlarge one’s vocabulary. In addition, they taught reading skills (e.g. skimming and scanning techniques) as well as reading for details.

Observations from the large classes provided a view of how the instructors got interaction among the students. The instructors tried various ways to get student participation. At the beginning of the semester, different kinds of questions like rhetorical questions, discussion questions, and yes/no questions were asked. However, they did not get the responses expected. Throughout the semester, they adapted. By the midterm, the

instructors used more yes/no questions or short answer questions. Sometimes the instructors asked the students to raise their hands instead of answering verbally.

In the small class, the lesson plan was outlined focusing on developing the students' writing skills using what they learned from the large reading class. The instructors taught according to the lesson plans which required the students to work in groups some of the time. The instructors followed similar steps in conducting the lesson in the small class. They started the lesson by reviewing what had been taught in the large class such as vocabulary and grammar point. Then they would give the instruction of the assignment of which the students required to do in class.

Fullan's theory pointed out the components used in educational change which were observed in the study. The new materials like textbook, supplementary document and lesson were prepared and used in teaching the course. The instructors studied all the material before hand and made adjustments to achieve the most advantage. The reason for the adjustment is presented in the next question.

2. What is the rationale for the use of such strategies and techniques?

In the large classes, lecture was mainly adopted with different types of questions used in the semester. In the interview, the instructors pointed out the importance of communication between instructors and the students. An attempt to get as much response from the students was also observed. Through the lens of change theory, relationship building among people in the change process is important to creating positive change. The instructors in the study tried to create interaction with the students through helping the students gain knowledge in reading and writing skills. In addition to different question types, in small classes, small group work was also used to create interaction and

relationship among the students. In addition to improve the students' reading and writing skills, one of the instructors also expected the students to gain learning skills, knowing how to learn.

3. How did the changing strategies and techniques affect the instructors and students?

The changing strategies used during the semester were for the purpose of reaching the final goal which was to increase the students' reading and writing skills. Once the instructor learned that the students needed more knowledge on vocabulary which they found important to gain reading skill, they modified their instructions to achieve the goal. In addition, different class sizes affected the interaction between instructor and students. In large classes, the students rarely orally answered questions. The instructors changed the way they asked questions throughout the semester. More yes/no questions and questions with multiple choices were used to elicit students' answers. In the small classes, the instructors tried to find the most appropriate time for the students to work on their written assignment. The instructors followed similar steps: reviewing what was taught in the large class, explaining instructions of what the student was to do in the small class, monitoring, and, walking around the room assisting to the students as they worked. However, time spent for each activity differed in each observed class. The students noticed the changes of time provided in the small class sessions. What the instructors found appropriate did not necessarily agree with the students' perspective. For example, one of the instructors provided more time in class for the students to write their group assignments. The students thought this longer length of time made the review at the beginning of the class shorter. They noticed this differed from the first half of the

semester. This showed the complexity in the changing process when the instructors' views and students' views were different. According to Fullan, it is the responsibility of the people involved to deal with the complexity.

4. Are there any realities that cannot be explained by change theory?

Since the study was conducted with the initial offering of the course 890-102, Fundamental English Reading and Writing, Fullan's change theory helped to explain the process through the stages of initiation and implementation. Fullan's first two of three stages set the context for the study. Initiation was all of the planning and action prior to initiation. The implementation stage revealed that change in education involved the use of new materials, new teaching approaches, and the possible alteration of beliefs such as pedagogical assumption or theories underlying new policies or programs (Fullan, 2001a). The study's purpose was to find out what strategies and techniques were used both in large and small English learning classrooms. Finally, the change theory explained adequately the instructors' and students' perspectives about teaching and learning in different classroom settings and the observations by the researcher. However, data presented the use of different teaching techniques including question types and interaction between the instructors and students which cannot be explained by change theory. Rather, instructional theory and adult learning theory need to be examined to explain teaching techniques.

To sum up, a major finding concerning the purpose of this study is the instructional strategies in different size classes. In the large class of 150-200 students where the focus was on teaching reading, the instructors spent time lecturing using Powerpoint presentation, textbook and electronic sources like web site. In the class, the

instructors taught under the same objective. However, the focus of their teaching was different. Some instructors paid attention to teaching vocabulary which the instructor found necessary in reading. At the same time, other instructors emphasized reading skills (scanning, skimming and inference). In addition, building an autonomous learning skill also occurred in some of the classes. Throughout the semester, there were modifications in terms of styles in presenting information. Focusing on questioning strategies, at the beginning of the semester, information questions were often used to elicit detail of the reading and discussion questions were also often used. Since there were rarely responses from the students, the instructors changed their way of asking questions. They tried different styles of asking for example, yes/no questions, multiple choice, and questions that required the students to raise their hands if they agreed with the answer. These questions were used later in the semester requires fewer words from the students. This led to the instruction used in the small class where the students learned how to write. Different ways to ask questions also occurred in the small class.

In the small class of 30 to 40 students, the instructors began the class with a review of grammatical points and vocabulary learned in the large class. After that, the instructors gave instruction for the students to work in a small group of three to four. Toward the end of the semester, time spent on each stage of the lesson changed. The instructors spent less time reviewing the content that had been taught in the large class, but allowed more time for the students to work on their writing assignment. Even though there was less time for the review, the instructors spent more time with each small group.

Finally, the last issue derived from the study was about the relationship among the students and instructors. During this study, the instructors encountered similar situations

where few students came to meet the instructors in their offices. The students who came to the instructor's office wanted to discuss to their preference in the course and to learn their Fundamental English score, not about the content of the subject. From the students' responses they noticed that, after each large class, students approached the instructor to ask questions concerning management of the course and their schedule in sending their assignments. This agreed with the observation showing that some students approached the instructors after the class finished.

Conclusions

Educational change can be initiated from many factors like need, accessibility to the innovation, external influences, and teacher advocacy. In this study, change involved the department's vision concerning the increasing number of students initially failing the course and the university policy aimed at increasing the graduating students' competence in using knowledge internationally. In addition, the change of the course derived from the needs of the students, as viewed by the department for improving the students' four skills: reading, writing, speaking, and listening; 890-102 focused on improving reading and writing skills. The initiation stage involved instructors who were planning a new method for offering a course, so they were informed of the objectives and the plans of the change. Then, it came to the implementation stage when initiation evolved into practice. Objectives set at the initiation were the core that kept the change going in the right direction. If recognizing course content and class size maintains or improves learning, reducing instructors' workload is a justifiable reason for doing so.

All four instructors in this study were members of the Reconstruction Team. They understood clearly the objectives and processes of change. As instructors who taught the

course, they were flexible in modifying material used in the class and the way they adopted this instruction. What had been planned in the initiation stage was affected by other factors once it was practiced in the implementation stage. If the instructors determined certain instructional techniques were not working, they could modify them during the class and the semester. Consequently, modification was possible as long as they relied on the objective of the change.

The study revealed that the instructors and students saw things differently. What the instructors found appropriate for the students did not agree with the students' view. Large class size did not appear to affect the students as much as the instructor. However, the students admitted that it was difficult to reach the instructors. One of the reasons was the large number of the students per class. Concerning communication between the instructor and the students, there was an option for the students to connect with the instructors via website, Learning Management System (LMS). The students were required to access LMS to work on the activities earning credit. In addition to the requirement, the students were free to communicate with the instructors and other students through web board. Another disagreement between the instructors' view and the students' view was how the time was spent in the small class. The instructors assumed, after teaching for two or three months, that students needed more time to work on their written activity in the small class. However, the students thought they would rather have more time for review as they were used to in the beginning of the semester. This pointed out the lack of student involvement in the initiation stage where the students' views should have been taken into consideration. What was happening during the initiation stage was what the instructors

thought appropriate for the students. Some recommendation concerning this point is presented in the next section.

Recommendations

Research

The study aimed to give insight into the strategies used in different size classes where there was not a conclusion of what worked best in each class. Since the study focused on the first two stages of initiation and implementation, it would complete the change process by studying the institutionalization stage of the change in the next three years. A study of the full cycle would examine if the change would be sustained and, if so, in what degree of modification.

Theory

Generally, change theory has been employed in explaining business situations where reform is taking place. This study made use of its core value to explain the situation where educational change was taking place at a practice level. New material was used and different kinds of teaching approaches were employed. Although this study did not attempt to give a final answer of what worked best, the results can lead to further study of the institutionalization stage.

Practice

Any changes that occurred during the study were from the instructors' moral purpose, that everything was done based on the benefit of the students with the consideration on the instructors who were parts of the change process. Sometimes it worked sometimes it did not. This study gave a choice for the instructors to consider in their own teaching and management of the course. Different class sizes are not the only

factor affecting the choice of instructional strategies. The students, content, and the objectives of the lesson affect the instructors. Further, the interaction among the instructors was taken into consideration when developing the content and instruction. The communication among the instructors was one way to share knowledge and ideas. In addition to the instructors' interaction among themselves, the interaction between students and instructors was also part of the change process. A study of the students' retention of the reconstructed course content would help determine if the course achieved the aims or not. In addition, the analysis of the scores and evaluations compared between different class sizes would give a broader picture of the change in the strategies used in different classes.

Final Thoughts

The change process requires the determination and understanding about the needs for and objectives of change. Even though the policy is a tool to force and make the process on going, the agents who practice are also important for the change to be successful. The instructors' understanding and willingness to make the changes happen and be institutionalized was needed. Change is not easy to achieve. It requires a lot of effort from people involved in the process. Fullan (2001a) mentioned that in the process of change, there will always be resistance and an attempt to return to the previous practice. However, this resistance is not always negative. It may lead to what was missing in the initiation and implementation stages. To know about this information, communication is important. Communication among people in the change process helps clarify and share knowledge causing the process to be successful. Sessions should be scheduled for the instructors to communicate and share experiences from their teaching.

Furthermore, the use of technology helps create a chance for communication among the instructors as well as students.

Since the course did not totally rely on the instructors, the students had to manage their own time to do the activities required via Learning Management System (LMS). According to the use of LMS in the Academic Year 2008, it was obvious that it was used not only for the minimum requirement, but also as a channel of communication and sharing information among students and with instructors. In the long run, more activities could be done via LMS. LMS can be an excellent resource for the students to rely on. Consequently, this could create an autonomous learning atmosphere. By creating such an atmosphere, the students would be able to learn, find additional information, and be more responsible for their own learning. It is hoped that being an autonomous learner would reduce the limitation in teaching and learning in large class size in the way of communication among the students and instructors.

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APPENDICES

Appendix A

Observation Form

	Classroom_____ Date_____ Time_____ _(1 st)_____ observation
Classroom environment	
Detail	
Note	

Appendix B

Interview Questions for the Instructors

First Interview

1. How do you plan the lesson differently from the way you used to plan when teaching the former Foundation English?
2. How does class size affect your choice of strategies and techniques?
3. What are your expectations?
4. What will be the problems that concern you the most?

Second Interview

1. What are the things that do not meet your expectation? And why?
2. Do you still expect things that you did not achieve in question one? If yes, how would you initiate in the second half the semester? If no, why?
3. Please describe the lesson that you found successful in both large and small class. Why it is successful?
4. How does class size affect your choice of strategies and techniques used in the classroom?

Third Interview

1. Please describe strategies and techniques you use throughout the semester.
2. What teaching strategies do you use only after the midterm examination?
Why?
3. How does class size affect your teaching?
4. Please explain how your teaching matches or helps you achieve your expectations.
5. Throughout the semester, did you have a similar ratio of students from large and small classes who came to your office to discuss their study?
6. How often do you meet with other instructors to discuss about your class?
7. Please describe any change you have done throughout the semester.

Appendix C

Interview Questions for the students

First Interview

1. Please describe how you study in both small and large classes.
2. What problems do you have in studying this course?
3. How do you solve the problems?
4. Which activities in both small and large classes do you like the most? And why?
5. How the relationship with the instructors different between large and small classes?

Second Interview

1. Please describe how you study in both small and large classes.
2. What problems do you have in studying this course?
3. How do you solve the problems?
4. Which activities in both small and large classes do you like the most? And why?
5. How the relationship with the instructors different between large and small classes?

Appendix D

Oklahoma State University Institutional Review Board

Date: Tuesday, June 10, 2008
IRB Application No ED0899
Proposal Title: Changing Strategies and Techniques in Teaching English in a Thai University
Reviewed and Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 6/9/2009

Principal Investigator(s):

Sita Musigrungsi	Ken Stern
Fac. Of Liberal Arts, PSU,	311 Willard
Songkla, 90112 THAILAND,	Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

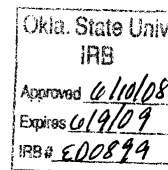
Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,



Shelia Kennison, Chair
Institutional Review Board

Appendix E



**INSTRUCTOR CONSENT TO PARTICIPATE IN A RESEARCH STUDY
OKLAHOMA STATE UNIVERSITY**

I _____, here by authorize or direct Sita Musigrungsi to perform the following interview and observation procedure for the doctoral dissertation titled: *Changing strategies and techniques in teaching English in a Thai university*. This doctoral research is being conducted through Oklahoma State University by the primary researcher, a doctoral student, Sita Musigrungsi.

The purpose of this research is to explore the strategies and techniques to facilitate language learning in large and small class settings and to investigate if these techniques and strategies are different between large and small classes. The subjects of the research will be expected to be interviewed face to face for approximately three hours, one hour at a time. The interviews will be semi-structured and audio recorded. And the subjects' classes will be observed six hours, two at a time for a large class and one at a time for a small class throughout the semester. The observation will be video recorded.

Results of the study will give a picture of the strategies and techniques occurring in small and large language classes as well as the rationale for the use of such strategies and techniques. A copy of the dissertation will be offered to the interview subject. The study is conducted with confidentiality; all names of instructors will be replaced with a pseudonym.

I understand that participation is voluntary and that I will not be personalized if I choose not to participate. I also understand that I am free to withdraw my consent and end my participation in this project at any time without penalty after I notify the researcher, Sita Musigrungsi.

For further questions or information contact the primary researcher: Sita Musigrungsi, PO.Box 80 Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai, Songkla, 90112, Cell Phone: (089-732-7155), Work Phone: (074-286-785) or Dr. Ken Stern, dissertation advisor, OSU (405-744-8929) or Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been give to me.

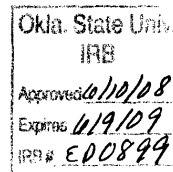
Date: _____ Time: _____ (a.m./p.m.)

Name (Printed) Signature

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it.

Signed: _____ Date: _____
Sita Musigrungsi, researcher

Appendix F



STUDENT CONSENT TO PARTICIPATE IN A RESEARCH STUDY
OKLAHOMA STATE UNIVERSITY

I _____, here by authorize or direct Sita Musigrungsi to perform the following interview procedure for the doctoral dissertation titled: *Changing strategies and techniques in teaching English in a Thai university*. This doctoral research is being conducted through Oklahoma State University by the primary researcher, a doctoral student, Sita Musigrungsi.

The purpose of this research is to explore the strategies and techniques to facilitate language learning in large and small class settings and to investigate if these techniques and strategies are different between large and small classes. The subject of the research will be expected to be interviewed face to face for approximately three hours, one hour at a time. The interview will be semi-structured and audio recorded.

Results of the study will give a picture of the strategies and techniques occurring in small and large language classes as well as the rationale for the use of such strategies and techniques. A copy of the dissertation will be offered to the interview subject. The study is conducted with confidentiality, all names of students will be replaced with a pseudonym.

I understand that participation is voluntary and that I will not be personalized if I choose not to participate. I also understand that I am free to withdraw my consent and end my participation in this project at any time without penalty after I notify the researcher, Sita Musigrungsi.

For further questions or information contact the primary researcher: Sita Musigrungsi, PO.Box 80 Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai, Songkla, 90112, Cell Phone: (089-732-7155), Work Phone: (074-286-785) or Dr. Ken Stern, dissertation advisor, OSU (405-744-8929) or Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu

I have read and fully understand the consent form. I affirm that I am 18 years of age or older. I sign it freely and voluntarily. A copy has been give to me.

Date: _____ Time: _____ (a.m./p.m.)

Name (Printed) Signature

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it.

Signed: _____ Date: _____
Sita Musigrungsi, researcher

VITA

Sita Musigrungsi

Candidate for the Degree of

Doctoral of Education

Thesis: CHANGING STRATEGIES AND TECHNIQUES IN TEACHING ENGLISH
IN A THAI UNIVERSITY

Major Field: Applied Educational Studies

Biographical

Personal Data: Sita Musigrungsi was born in Yala, a province in southern part of Thailand, 17 November 1976; grew up in a small family with a younger sister and parents; spent childhood in Yala, Thailand; went to Australia to study in high school for a year as an exchange student; studied in the university in Bangkok, central part of Thailand; working in the Department of Languages and Linguistics, Faculty of Liberal Arts, Songkhla, southern part of Thailand.

Education: B.A. in Liberal Arts, English Business for Communication, first honor, Sripatum University, Bangkok, Thailand, May, 1997 and M.A. in Liberal Arts, Applied Linguistics, Prince of Songkla University, Songkla, Thailand, May 2001. Completed the requirements for Ed.D. in Applied Studies in Education, Oklahoma State University, Stillwater, Oklahoma, July, 2009.

Experience: Taught English as a part time instructor at Yala Rajabhat University, Yala, Thailand, 1999-2001. Employed as an instructor at Faculty of Liberal Arts, Department of Languages and Linguistics, Songkhla, Thailand, 2001-present.

Name: Sita Musigrungsi

Date of Degree: July, 2009

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: CHANGING STRATEGIES AND TECHNIQUES IN TEACHING
ENGLISH IN A THAI UNIVERSITY

Pages in Study: 135

Candidate for the Degree of Doctoral of Education

Major Field: Applied Educational Studies / College Interdisciplinary

Scope and Method of Study: The study explored the teaching strategies used in different size classes as well as the rationale of the instructors for the choices of those strategies. In the reconstruction of the Foundation English course into the Fundamental English course, major changes occurred in the management and content of the course which the students are required to complete to graduate. Before the change, students attended two one-hour lectures and one-hour listen lab per week in classes of 40 to 50 students. After, the change, the students attended a two-hour large lecture (150-200 students) and a one-hour writing lesson (30-40 students) per week. Data were gathered over Academic Year 2008 through 24 classroom observations and 28 interviews of the instructors and students.

Findings and Conclusions: Data revealed the differences in the strategies and techniques between large and small classes. In the large classes, the instructors lectured using different questioning strategies and techniques in delivery. In the small classes, the instructors permitted the students to work in groups as suggested in the lesson plans with different strategies in asking questions. Frequency of interaction was less in large classes than in small classes. During the semester, some changes occurred as the instructors modified the way they taught. The instructors used different questioning strategies in teaching and getting responses from the students. Complementing the in-classroom strategies was the Learning Management System, a tool that provided additional learning sources for the students.

ADVISER'S APPROVAL: Dr. Kenneth Stern
