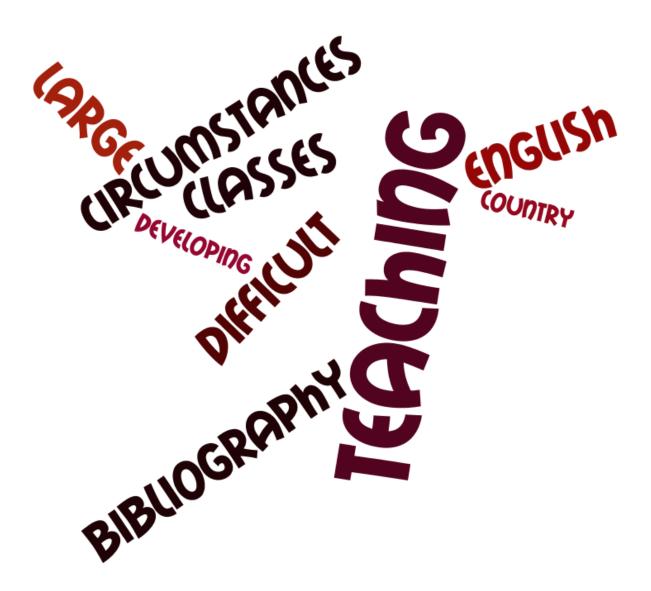
Thematic bibliography on Large Class Teaching and Teaching in Difficult Circumstances (2002 onwards)



Compiled by Mais Ajjan, Mehvish Saleem and Richard Smith

2nd edition 2012

Thematic bibliography on Large Class Teaching / Teaching in Difficult Circumstances (2002 onwards), 2nd edition

The first edition of this bibliography was compiled as a small-scale University of Warwick Centre for Applied Linguistics ELLTA / APT research group activity in November 2010 by Mais Ajjan, Mehvish Saleem and Richard Smith, with input also from Huang, Xiaoyan. Our intention was to supplement the Bibliography on Class Size compiled by Hywel Coleman in October 2002 which was previously available on his website (although it is currently no longer accessible).

This second edition was produced by Mais Ajjan and Richard Smith in August-November 2012. This edition contains some additional items, and all links have been checked (and some updated) and are 'working' at the time of publication. We have also added a new section providing links to audio- and video-recorded talks and presentations. Additions, corrections etc. are welcome. Please contact Richard Smith (R.C.Smith@warwick.ac.uk). This edition of the bibliography has been made freely available to download from: http://www2.warwick.ac.uk/fac/soc/al/research/projects/telc

Items marked with a single asterisk (*) below refer directly to the teaching and learning of English. Items marked with a double asterisk (**) refer explicitly to teaching in 'difficult circumstances' / developing country contexts.

1. Achievement / Class size reduction (links between class size and achievement)

- * Al-Jarf, R. (2006). 'Large student enrollments in EFL programs: challenges and consequences'. *The Asian EFL Journal Quarterly*. 8 (4).
- Arias, J. J. & Walker, D. M. (2004). 'Additional evidence on the relationship between class size and student performance'. *The Journal of Economic Education*, 35: 311-329.
- David, P. (2006). 'Are small classes better? Understanding relationships between class size, classroom processes and pupils' learning'. *Oxford Review of Education*, 32 (2), 123-234.
- Dee, T. S., & West, M. R. (2008). *The non-cognitive returns to class size*. Cambridge, Mass.: National Bureau of Economic Research.
- Graue, E., and Rauscher, E. (2009). 'Researcher perspective on class size reduction'. *Education Policy Analysis Archives*. 17(9).
- Guillemette, Y. (2005). School class size: smaller isn't better. Toronto, Ont.: Howe Institute.
- Hattie, J. (2005). 'The paradox of reducing class size and improving learning outcomes'. *International Journal of Educational Research*, 43(6), 387-425.
- Kokkelenberg, E., Dillon, M., & Christy, S. (2008). 'The effects of class size on student grades at a public university'. *Economics of Education Review*, 27(2), 221-233

- Laria, G. and Hubball, H. (2008). 'Assessing Student Engagement in Small and Large Classes'. *Transformative Dialogues: Teaching & Learning Journal*, 2(1).
- Milesi, C., & Gamoran, A. (2006). 'Effects of class size and instruction on kindergarten achievement'. *Educational Evaluation and Policy Analysis*, 28(4), 287-313.
- Mishel, L. & Rothstein, R. (eds.) (2002). *The Class Size Debate*. Washington, D.C.: Economic Policy Institute.
- Nye, B., Hedges, L. V., & Konstantopoulos, S. (2002). 'Do Low-Achieving Students Benefit More from Small Classes? Evidence from the Tennessee Class Size Experiment'. *Educational Evaluation and Policy Analysis*, 24(3), 201-217.
- Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). 'How Large Are Teacher Effects?' *Educational Evaluation and Policy Analysis*, 26(3), 237-257.
- WoSSmann, L., & West, M. (2006). 'Class-size effects in school systems around the world: Evidence from between-grade variation in TIMSS'. *European Economic Review*, 50(3), 695-736.
- Watson Todd, R. (2012). 'The effects of class size on English learning at a Thai university'. ELT Research Journal, 1(1): 80-88

2. Beliefs/perceptions (including perceived problems of large class teaching)

- Ajjan, M. (2012). Teaching and Learning in Large Tertiary Syrian Classes: An Investigation into Students' and Tutors' Perspectives. Unpublished PhD thesis. Centre for Applied Linguistics, University of Warwick.
- Allan, J., Clarke, K. & Jopling, M. (2009). 'Effective teaching in higher education: Perceptions of first year undergraduate students'. *International Journal of Teaching and Learning in Higher Education*, 21, 362-374.
- Bulmer, M., & Rodd, M. (2005). 'Technology for nurture in large undergraduate statistics classes'. *International Journal of Mathematical Education in Science and Technology*, 36 (7), 779-787.
- Bruhwiler, C., & Blatchford, P. (2010). 'Effects of class size and adaptive teaching competency on classroom processes and academic outcome'. *Learning and Instruction*, xx: 1-14.
- Cakmak, M. (2009). 'The perceptions of student teachers about the effects of class size with regard to effective teaching process'. *The Qualitative Report*, 14(3), 395-408.
- Englehart, J. (2006). 'Teacher perceptions of student behavior as a function of class size'. *Social Psychology of Education*, 9(3), 245-272.

- Englehart, J. (2007). 'The Centrality of Context in Learning from Further Class Size Research'. *Educational Psychology Review*, 19(4), 455-467.
- */** Jimakorn, P. and Singhasiri, W. (2006). 'Teachers' beliefs concerning large-class English teaching at the university level'. *KMUTT Journal of Language Education*, 9, Special Issue: Large Classes. 13-23. Online: http://arts.kmutt.ac.th/sola/rEFL/Vol9_Reflections_Large_Classes.pdf
- Lammers, W. J., and Smith, S. M. (2008). 'Learning Factors in the University Classroom: Faculty and Student Perspectives'. *Teaching of Psychology*, 35(20), 61-70
- Milesi, C., & Gamoran, A. (2006). 'Effects of Class Size and Instruction on Kindergarten Achievement'. *Educational Evaluation and Policy Analysis*, 28(4), 287-313.
- * / ** Phyak, P.B. (2011). 'Teaching English in large multicultural classes: A narrative enquiry'. In Pattison, T. (ed.) *IATEFL 2010 Harrogate Conference Selections*. Canterbury: IATEFL.

3. Strategies for large class teaching / classroom management (including research which uncovers and/or evaluates such strategies)

- Ajjan, M. and Smith, R. (2012). Five chapters in *53 Problems with Large Classes*. Ely, Cambs.: The Professional and Higher Partnership.
- Al-Modhefer, A.-K. J. A., & Roe, S. M. (2010). 'Tutorials for large classes of Common Foundation Program biomedical science students: Successes and challenges'. *Nurse Education Today*, 30(4), 365-369.
- Baines, E. (2003). 'Changes in grouping practices over primary and secondary school'. *International Journal of Educational Research*, 39(1-2), 9-34.
- Ballantyne, R., Hughes, K., & Mylonas, A. (2002). 'Developing Procedures for Implementing Peer Assessment in Large Classes Using an Action Research Process'. *Assessment & Evaluation in Higher Education*, 27(5), 427-441.
- Biggs, J.B. 2003. *Teaching for quality learning at university: what the student does*. Buckingham; Philadelphia, PA: Society for Research into Higher Education: Open University Press.
- Biggs, J.B. 2007. *Teaching for quality learning at university: what the student does*. Maidenhead: McGraw-Hill/Society for Research into Higher Education & Open University Press.
- Boyle, J., & Nicol, D. (2003). 'Using classroom communication systems to support interaction and discussion in large class settings'. *Alt-J*, *11*(3), 43-57.
- Bryant, B. K. (2005). 'Electronic discussion sections: A useful tool in teaching large university classes'. *Teaching of Psychology*, 32(4), 271 275.

- Bulmer, M., & Rodd, M. (2005). 'Technology for nurture in large undergraduate statistics classes'. *International Journal of Mathematical Education in Science and Technology*, 36(7), 779-787.
- Carpenter, J. M. (2006). 'Effective Teaching Methods for Large Classes'. *Journal of Family & Consumer Science Education*, 24(2), Fall/Winter.
- */** Darasawang, P. and Srimavin, W. (2006). 'Using a lecture and tutorial approach in teaching large classes'. KMUTT Journal of Language Education. Vol. 9, Special Issue: Large Classes, pp.41-49. Online:

 http://arts.kmutt.ac.th/sola/rEFL/Vol9_Reflections_Large_Classes.pdf
- Cleek, M. A. (2005). 'Challenging high potential students in large classes: A hurdles approach'. *College Teaching Methods & Styles Journal*, 1(2).
- David, C., Cordan, A., Goldman, C. and Proctor, M. (2003). *Meeting the Challenges of Larger Classes*. Educational Advisory Committee, Faculty of Arts and Science. Online: http://www.teaching.utoronto.ca/Assets/CTSI+Digital+Assets/PDFs/lct-challenge.pdf
- ** Denis, S. (2009). 'Strategies of coping with effective teaching and learning in large classes in secondary schools in Kampala district'. *ERIC Document Reproduction Service* No. ED505028.
- Goff, R. et al. (2007). 'Improving Learning and Engagement for Students in Large Classes'. 37th ASEE/IEEE Frontiers in Education Conference. Online: http://fie-conference.org/fie2007/papers/1182.pdf
- Heppner, F. (2007). *Teaching the Large College Class: A Guidebook for Instructors with Multitudes*. San Francisco: Jossey-Bass.
- * / ** Huang, X. (2010). 'Preparing novice Chinese teachers for large-class English teaching: An interview-based inquiry with student teachers and experienced Chinese teachers of large classes'. Unpublished MA dissertation, Centre for Applied Linguistics, University of Warwick.
- Kajander, A. (2006). 'Striving for reform based practice in university settings: Using groups in large mathematics classes'. *PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies, 16*(3), 233 242.
- * Ke, L. (2008). 'Teaching college English to a large class: Problems and remedies. *Sino-US English Teaching*, 5 (2) (Serial No.50).
- * / ** Keyuravong, S. and Maneekhao, K. Using (2006). E-mail Consultation in a Large Class. *KMUTT Journal of Language Education*. Vol.9, Special Issue: Large Classes. pp.50-66. Online: http://arts.kmutt.ac.th/sola/rEFL/Vol9_Reflections_Large_Classes.pdf

- * / ** Kuchah, K. and Smith, R. 2011. 'Pedagogy of autonomy for difficult circumstances: Principles from practice'. *International Journal of Innovation in Language Learning and Teaching* 5(2): 119-139.
- Lahme, B., & Robinson, M. (2004). 'Training undergraduates as peer instructors. *PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies, 14*(2), 127 140.
- ** Nakabugo, M. C., Opolot-Okurut, C., Ssebbunga, C. M., Maani, J. S. and Byamugisha, A. (2008). 'Large Class Teaching in Resource-Contrained Contexts: Lessons from Reflective Research in Ugandan Primary Schools'. *Journal of International Cooperation in Education*, 11(3), 85-102.
- Nicol, D., & Boyle, J. (2003). 'Peer instruction versus class-wide discussion in large classes: A comparison of two interaction methods in the wired classroom'. *Studies in Higher Education*, 28(4), 457-473.
- * Ning, P. (2007). 'Strategies in Teaching English to Large Classes in the universities'. *US-China Education Review*, 4(1).
- Patterson, B., Kilpatrick, J., & Woebkenberg, E. (2010). 'Evidence for teaching practice: The impact of clickers in a large classroom environment'. *Nurse Education Today*, *30*(7), 603-607.
- * Peng, J. (2006). 'Teaching strategies for large English classes. *Sino-US English Teaching*, 3(5).
- * Renaud, S., Tannenbaum, E., & Stantial, P. (2007). 'Student-centered teaching in large classes with limited resources'. *English Teaching Forum*, 3: 12-18
- Rieber, L. J. (2004). 'Using professional teaching assistants to support large group business communication classes'. *Journal of Education for Business*, 79(3), 176 178.
- */** Sarwar, Z. 2011. 'Project-based learning to facilitate learner autonomy' in L. Farrell, Narayana, U, Singh, I. G, and Giri, R.A., (eds) *English Language Education in South Asia From Policy to Pedagogy*. Delhi: Foundation Books.
- */** Shamim, F., Negash, N., Chuku, C., & Demewoz, N. (2007). *Maximising Learning in Large Classes: Issues and Options*: Addis Abbaba: The British Council. Available online: http://www.teachingenglish.org.uk/sites/teacheng/files/ELT-16-screen.pdf
- * / ** Shamim, F. (2012). 'Teaching large classes'. In Burns, A. & Richards, J.C. (eds). *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge: Cambridge University Press.
- * / ** Smith, R. 2008. 'Taking the bull by its horns: Zakia Sarwar's pro-autonomy approach to large classes in Pakistan (Part I)'. *Independence* 44: 7-13. Also available online: http://www.learnerautonomy.org/zakiapart1.pdf

- Sondergaard, H, and Thomas, D. (2004). 'Effective feedback to small and large classes'. *Proceedings of 34th ASEE/IEEE 'Frontiers in Education' Conference*. Online: http://fieconference.org/fie2004/papers/1473.pdf
- Wanous, M., Procter, B., & Murshid, K. (2009). Assessment for learning and skills development: the case of large classes. *European Journal of Engineering Education*, 34(1), 77 85.
- Yazedjian, A., & Kolkhorst, B. B. (2007). Implementing Small-Group Activities in Large Lecture Classes. *College Teaching*, 55(4), 164 169.

4. Overviews of research / 'position papers'

- ** Benbow, J., Mizrachi, A., Oliver, D. and Said-Moshiro, L. 2007. *Large Class Sizes in the Developing World: What Do We Know and What Can We Do?* American Institutes for Research under the EQUIP1 LWA / US Agency for International Development. pp.1-13. Online: http://www.equip123.net/docs/E1-LargeClassrooms.pdf
- Blatchford, P. (2003). *The Class Size Debate : Is Small Better?* Buckingham: Open University Press.
- Blatchford, P., & Lai, K. C. (2010). 'Class size Arguments and evidence'. In P. Penelope, B. Eva & M. Barry (Eds.), *International Encyclopedia of Education* (pp. 200-206). Oxford: Elsevier.
- Blatchford, P., & Mortimore, P. (1994). 'The Issue of class size for young children in schools: What can we learn from research?' *Oxford Review of Education*, 20(4), 411-428.
- Buckingham, J. (2003). 'Class size and teacher quality'. *Educational Research for Policy and Practice*, 2(1), 71-86.
- * / ** Coleman, H. 2006. 'Darwin and the large class'. In Gieve, S. and I.K. Miller (eds) *Understanding the Language Classroom*. Basingstoke: Palgrave Macmillan, pp. 115-135.
- De Giorgi, G., Pellizzari, M., & Robinson, J. A. (2010). *Class Size and Class Heterogeneity*. Cambridge, Mass.: National Bureau of Economic Research.
- Finn, J. D., Pannozzo, G. M., & Achilles, C. M. (2003). 'The "Why's" of class size: Student behavior in small classes'. *Review of Educational Research*, 73(3), 321-368.
- Herbert, D., Chalmers, D., & Hannam, R. (2003). 'Teaching large classes: Overcoming the myths'. *Economic Analysis and Policy*, 33(1).
- Krieger, J. (2003). 'Class Size Reduction: Implementation and Solutions'. *ERIC Document Reproduction Service* No. ED475489.

- Loo, A. (2007). Teaching and Learning Modern Languages in Large Classes. Aachen/Germany: Shaker
- Mulryan-Kyne, C. (2010). 'Teaching large classes at college and university level: challenges and opportunities'. *Teaching in Higher Education*, 15(2), 175 185.
- ** O' Sullivan, M. C. 2006. 'Teaching Large Classes: The International Evidence and a Discussion of some Good Practices in Ugandan Primary Schools'. *International Journal of Educationa Development.* 26(1), 24-37.
- Pedder, D. (2006). 'Are small classes better? Understanding relationships between class size, classroom processes and pupils' learning'. *Oxford Review of Education*, 32(2), 213-234.
- * Shamim, F. 2010. 'Plenary: Teaching and researching English in large classes'. In Beaven, B. ed.) *IATEFL 2009: Cardiff Conference Selections*. Canterbury: IATEFL, pp. 36-47.
- * / ** Smith, R. (2011). 'Teaching English in difficult circumstances: A new research agenda'. In Pattison, T. (ed.) *IATEFL 2010 Harrogate Conference Selections*. Canterbury: IATEFL.
- Smith, R., Negash, N., França, V., Wang, Q., Phyak, P., Ajjan, M., Kuchah, H.K., Saleem,
 M., Sarwar, Z., and Coleman, H. 2012. 'Investigating large classes' (panel discussion).
 In Pattison, T. (ed.) *IATEFL 2011 Brighton Conference Selections*. Canterbury:
 IATEFL.
- */** Watson Todd, R. (2006). 'Why Investigate Large Classes?'. *KMUTT Journal of Language Education*. Vol. 9, Special Issue: Large Classes. pp.1-12. Online: http://arts.kmutt.ac.th/sola/rEFL/Vol9_Reflections_Large_Classes.pdf
- Wilson, V. (2002). Does Small Really Make a Difference? A Review of the Literature on the Effects of Class Size on Teaching Practice and Pupils' Behaviour and Attainment. SCRE Research Report No 107. Glasgow, Scotland: SCRE Centre, University of Glasgow. Available online: https://dspace.gla.ac.uk/bitstream/1905/214/1/107.pdf

5. Descriptive research studies

- Blatchford, P. (2003). 'A systematic observational study of teachers' and pupils' behaviour in large and small classes'. *Learning and Instruction*, 13(6), 569-595.
- Blatchford, P., Bassett, P., & Brown, P. (2005). 'Teachers' and pupils' behavior in large and small classes: A systematic observation study of pupils aged 10/11 years. *Journal of Educational Psychology*, 97(3), 454-467.

- Blatchford, P. (2005). A Multi-method Approach to the Study of School Class Size Differences. *International Journal of Social Research Methodology*, 8(3), 195-205.
- Blatchford, P., Baines, E., Kutnick, P., & Martin, C. (2001). 'Classroom contexts: Connections between class size and within class grouping'. *British Journal of Educational Psychology*, 71, 283-302.
- Blatchford, P., Bassett, P., Goldstein, H., & Martin, C. (2003). 'Are class size differences related to pupils' educational progress and classroom processes? findings from the institute of education class size study of children aged 5-7 years'. *British Educational Research Journal*, 29(5), 709-730.
- Blatchford, P., Goldstein, H., Martin, C., & Browne, W. (2002). 'A study of class size effects in English school reception year classes'. *British Educational Research Journal*, 28(2), 169-185.
- Blatchford, P., & Lai, K. C. (2010). 'Class Size Arguments and Evidence'. In P. Penelope, B. Eva & M. Barry (Eds.), *International Encyclopaedia of Education* (pp. 200-206). Oxford: Elsevier.
- Blatchford, P., & Martin, C. (1998). The Effects of Class Size on Classroom Processes: 'It's a Bit Like a Treadmill Working Hard and Getting Nowhere Fast!'. *British Journal of Educational Studies*, 46(2), 118-137.
- Blatchford, P., Moriarty, V., Edmonds, S., & Martin, C. (2002). 'Relationships between class size and teaching: A multimethod analysis of English infant schools'. *American Educational Research Journal*, 39(1), 101-132.
- Blatchford, P., Russell, A., Bassett, P., Brown, P., & Martin, C. (2007). 'The effect of class size on the teaching of pupils aged 7 11 years'. *School Effectiveness and School Improvement*, 18(2), 147-172.
- Blatchford, P., Russell, A., Bassett, P., Brown, P., & Martin, C. (2007). 'The role and effects of teaching assistants in English primary schools (Years 4 to 6) 2000-2003. Results from the Class Size and Pupil-Adult Ratios (CSPAR) KS2 Project'. *British Educational Research Journal*, 33(1), 5-26
- Botha, L., Fourie, N., & Geyser, H. (2005). 'Teaching, learning and assessment in large classes a reality of educational change?' *Education as Change*, *9*(1), 60-79.
- Brühwiler, C., & Blatchford, P. (2010). 'Effects of class size and adaptive teaching competency on classroom processes and academic outcome'. *Learning and Instruction*, 1-14
- Davis, J. (2007). 'Dialogue, monologue and soliloquy in the large lecture class. *International Journal of Teaching and Learning in Higher Education*, 19(2),178-182.
- Finn, J. D., Pannozzo, G. M., & Achilles, C. M. (2003). 'The "Why's" of class size: Student behavior in small classes'. *Review of Educational Research*, 73(3), 321-368.

- Herbert, D. et al. (2003). 'Teaching large classes: An AUTC project on the evaluation and dissemination of best practice in Australian universities'. *Higher Education Research and Development Society of Australasia 24th Annual Conference*. Newcastle, New South Wales, 8-11.
- * Lee, J. (2009). 'Size matters: an exploratory comparison of small- and large-class university lecture introductions'. *English for Specific Purposes*, 28(1), 42-57.
- Long, H. E., & Coldren, J. T. (2006). 'Interpersonal influences in large lecture-based Classes: A socioinstructional perspective. *College Teaching*, *54*(2), 237 243.
- */** Watson Todd, R.W. (2006). The Classroom Language of Larger and Smaller Classes. *KMUTT Journal of Language Education*. Vol. 9, Special Issue: Large Classes. pp.24-40. Online: http://arts.kmutt.ac.th/sola/rEFL/Vol9 Reflections Large Classes.pdf

6. Audio- and video-recorded talks and papers

- * / ** Ajjan, M. (2012). 'Teaching and Learning in Large Tertiary Syrian Classes: An Investigation into Students' and Tutors' Perspectives'. Video interview, Centre for Applied Linguistics, University of Warwick. Available online:

 http://www.youtube.com/watch?v=nGFf_O7p20o&feature=youtu.be
- * / ** Kuchah, K. (2007). 'Learner autonomy in Cameron: a personal experience'. Talk at 'Learner Autonomy in Language Learning: Widening the Circle' conference, University of Warwick. Available online:

 http://www2.warwick.ac.uk/fac/soc/al/research/groups/ellta/circal/12mayevent/harrykuchah
- * / ** Negash, N. (2011). 'English Language Teaching in Africa'. Symposium at the IATFL conference, Brighton, United Kingdom. Available online:

 http://iatefl.britishcouncil.org/2011/sessions/2011-04-18/english-language-teaching-africa-symposium
- */** Shamim, F. (2009). 'Teaching and researching English in large classes'. Plenary talk at the IATEFL conference, Cardiff, United Kingdom. Available online: http://iatefl.britishcouncil.org/2009/sessions/plenary-session-fauzia-shamim
- */** Smith, R. (2010). 'Teaching English in difficult circumstance A new research agenda'. Talk at the IATEFL conference, Harrogate, United Kingdom. Available online: http://iatefl.britishcouncil.org/2010/sessions/2010-04-11/teaching-english-difficult-circumstances-new-research-agenda-richard-smith
- */** Smith, R., Negash, N., França, V., Wang, Q., Phyak, P., Ajjan, M., Kuchah, H.K., Saleem, M., Sarwar, Z., and Coleman, H. (2011). 'Investigating large classes: Are we making progress'. Panel discussion at the IATEFL conference, Brighton, United Kingdom. Available online: http://iatefl.britishcouncil.org/2011/sessions/2011-04-16/investigating-large-classes-are-we-making-progress-panel-discussion