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College of Humanities and Social Sciences



Teaching Large Classes in an English-Medium University

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Master of Arts in Teaching English as a Foreign Language

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ABSTRACT

In the fall of 2013, the American University of Armenia (AUA) will expand by launching the new undergraduate program. The aim of this paper focuses on providing teaching techniques and strategies to AUA's instructors to best service the new undergraduate students. Two challenges are posed to the majority of these students who have never been taught in (1) large classes¹ and (2) in English. Hence, this present MA paper studies the best ways to promote and maintain student engagement in teaching large classes in English-medium universities. The researcher used two instruments, interviews and observations in order to find out the present situation in large classes and in English-medium settings, in the higher education, in Yerevan. The findings uncovered that most professors' teaching techniques overlap with some of the literature review. It is therefore suggested that the newly hired instructors for the undergraduate programs of AUA follow the experts. It is also advisable to follow the recommendations listed in the deliverables.

¹ Throughout my Paper, the term "large class" refers to the classes that have a large group of students.

CHAPTER ONE: BACKGROUND and PURPOSE

1.1 Introduction

This present paper is designed to give helpful guidelines to current or future instructors and professors teaching large classes in English-medium universities. In this case, it is specifically intended for the American University of Armenia (AUA) but could undoubtedly be applied to any other English-medium university.

Since the American University of Armenia is expanding by launching the undergraduate program in the fall of 2013, it will face many novelties and some challenges. Three hundred students will be enrolled in any of the three following undergraduate programs: Business, Computational Sciences and English and Communications (Admissions, 2012). The majority of the newly enrolled students will, for the first time, experience instruction in their foreign language and might attend classes in large groups. In order to ease the new students' transition into their new learning environment, the professors at AUA should be sensitive of the two conditions that surrounds the student 1- In some classes, the increase of the number of students and 2- The language of instruction: English. The majority of students have been taught in Armenian throughout their education and now must go through a transition period to be accustomed to the English instruction.

The American University of Armenia was founded in 1991 with 101 enrolled students and has now reached to about 300. It is a private, non-profit English-medium university, accredited by the Western Association of Schools and College (WASC). The language of instruction is clearly English, which is a foreign language for most students. The university's student population is mainly from Armenia but also attracts international students and has over 17 countries of origin (History of the university, 2012). From the time AUA was founded, it has provided graduate education in eight

programs: Business and Management, Industrial Engineering, Information and Communication Technologies, Political Science, Health Sciences, Law, Comparative Legal Studies, and Teaching English as a Foreign Language.

English-medium universities have been growing at a fast pace all over Europe and Asia. One major reason is to “internationalise their curricula and boost foreign student recruitment” (Holliday, 2009). According to Huppauf, (2004, as cited in Coleman, 2006) this rapid growth of English-medium universities is mainly due to the spread of English that is inseparable from globalization. Moreover, according to Crystal (as cited in Coleman, 2006) “there seems no doubt that English has become the normal medium of instruction in higher education for many countries – including several where the language has no official status.”

1.2 Purpose of the Study

The purpose of this paper is to propose techniques to maximise the undergraduate students’ learning success. The newly enrolled students who will enter the undergraduate program at AUA, will also enter a new and different environment; since they will might be taught in large classes and in English.

Large classes in higher education tend to be based on lectures, which can be difficult to follow and to engage the students, especially if they are not used to having lectures in a second or foreign language, they need to adjust their study habits (Miller, 2007). Often in large classes, there is a danger that only lectures are the main focus of the teaching delivery and students may listen passively. Research has shown that lectures alone do not promote deep learning, in other words, they do not promote cognitive elaboration and a deeper understanding by storing the learned information in the long-term memory. In order to achieve this deep learning, students should have ample opportunities to discuss, debate and summarize academic work (Cooper & Robinson, 2000). Plus, adding to this

challenge, these learning activities will be done in English and the lectures will be conducted in English too. Hence, engaging the students to participate and interact during these lectures are an added effort by the instructor.

Therefore, the research questions of this paper are:

- 1- *What are the best ways to promote and maintain student engagement in large classes in higher education?*
- 2- *What kinds of strategies and techniques can be implemented to teach in an English-medium university?*

1.3 Organization of the Paper

The main purpose is to offer solutions and recommendations to instructors in order to have quality instruction, in large classes in an English-medium university. There is a lot of research done on classroom management and its effectiveness in large classes as well as teaching and learning in one's foreign language.

In chapter two, the literature review explores these two areas: 1- teaching large classes, and 2- in an English-medium university. In order to develop further these two areas, this literature review covers five sections: 1) large classes at the university level, some pedagogical techniques and experiences from the experts, 2) how students can manage and succeed in an English-medium environment and what lecturers can do to make their lessons appropriate, 3) combining these two topics: large classes and English-medium instruction, 4) the use of technology, specifically the use of clickers, a device that encourages whole class participation and the use of Moodle, an e-learning software platform that some AUA professors already use, and 5) two similar situations of teaching large classes in an English-medium institution, one in Turkey and one in Korea. Then, in chapter three, the methodology is explained. This includes the participants, the instruments and the procedure. In

chapter four, the findings and discussions are reviewed. Afterwards, in chapter five, the conclusion is stated. And finally in chapter six, the recommendations are listed in the deliverables.

CHAPTER TWO: LITERATURE REVIEW

In the present chapter of Literature Review, five areas are discussed: 1) the large classes' aspect at the university level and some pedagogical techniques and passed experiences, 2) the English-medium environment, 3- the combination of the two topics: large classes and English-medium instruction, 4- two ideas for alternative teaching Methods, that can be used in large classes in English-medium universities: the use of technology, specifically the use of clickers, a device that encourages whole class participation and any e-learning software platform that some AUA professors already use, and 5- two similar situations of teaching large classes in an English-medium institution, one in Turkey and one in Korea.

2.1 Large Class Size

Large class size can be defined in many ways; it has many challenges and fortunately strategies and techniques to overcome these challenges. In this section, the following will be discussed: how to define large classes, what types of challenges it poses, how to promote active learning and class participation, some strategies to be organized as an instructor and how to pace class lectures by incorporating different activities.

First, what is considered to be a large class? According to “The Teaching Professor” and “Online Classroom” (Kelly, Klionsky, & Weimer, 2010), if the university is small, a class of 50 participants is considered a large class. However, in a research university, which is usually a large university, fifty participants in one classroom is considered to be a small class. Therefore, the definition or large class size changes from university to university. It also depends of the topic being taught. For instance, a foreign language class of forty students, it is considered a large class (Kelly, Klionsky, & Weimer, 2010).

Second, according to Bradley and Green (2011), there is no “magic” number for a class to be large; nonetheless, specialists in the field still refer to fifty as being the indicator, again depending on the size of the institution. Classes are growing in higher education especially due to budget cuts (Bradley & Green, 2011) (McKeachie & Svinicki, 2011) and teaching in large classes is not an easy task because maintaining quality can pose a challenge. Overcoming this challenge with the best teaching strategies becomes the critical point because during the first year of college, the student chooses whether to stay or dropout (Heppner, 2007).

During the college years is usually when students are enrolled in large classes for the first time (Kelly, Klionsky, & Weimer, 2010). As mentioned, some challenges are present; challenges such as maintaining the students’ interest, having interactive lectures and going into a deeper learning. Usually students in small classes have more success due to ample opportunity for personalized teaching and individual feedback. Moreover, in small class, there is more of a chance that every participant can be heard and usually can be more engaged in their tasks (Kelly, Klionsky, & Weimer, 2010).

With all the large-class challenges that students confront, from less time for individual attention to less interactive learning, instructors can use different approaches than lecturing alone. Lecture-oriented classes can be reorganized and restructured by including interactive and engaging tasks (Kelly, Klionsky, & Weimer, 2010; Exeter, Ameratunga, Ratima, Mortin, Dickson, & Hsu, 2010). Both the instructor and the student can benefit from teaching techniques that promote interaction because it deepens the students’ learning (Boyle & Nicol, 2003).

In order to promote active learning and class participation, one obvious technique is asking questions to students during lectures (Kelly, Klionsky, & Weimer, 2010). However, Klionsky (2010), from the University of California-Davis, uses different types of questions that make the students feel at ease and automatically turning them into active learners. Typically, in large classes, a professor asks open-ended content-based questions. Only a few students would be courageous enough to reply. If the

same questions are asked differently, as it is done in presentations having very big audiences, such as a series of yes-no questions and asking them to “raise their hand”, even the shy student has a greater chance to participate. Plus, if students are shy due to their low level of language proficiency, they will most probably come out of the shyness and raise their hand to answer the question, without the need of producing much language. This type of participation will make them active and eventually engage them in class discussions, because the “ice breakers” have already set the stage (Kelly, Klionsky, & Weimer, 2010).

The techniques mentioned above seem simple. They are widespread and known to the majority of the professors. But these techniques don't suffice. They must derive from highly organized lessons that are thoroughly planned, having routines and consistency; these too are common knowledge but not necessarily maintained in university classes (Carbone, 1998). Consistency is also strongly stressed by Klionsky (2010) and Heppner (2007). They emphasize that the professor must keep the same style throughout the session since consistency and high organization are key in class management and especially in large classes. (Weimer, Klionsky, & Kelly, 2010; Heppner, 2007)

Frank Heppner, a retired professor and author of *Teaching the Large College Class: A Guidebook for Instructors with Multitudes* (Heppner, 2007), has taught biology classes with over 300 students and now considers that a small class. His book is a great resource for large class size management and other techniques related to it. Dr. Heppner is disappointed that such a resource did not exist some 38 years ago when he started to teach biology at the university. According to him, all professors face this challenge of teaching these large classes, and they all make the same mistakes. He emphasizes that large classes cannot be improvised. A lot of preparation must be put into organizing class content. Also, policies, he states, are very important; even if they may not be well thought out, that foundation is crucial.

Carbone (1998) is also an advocate of teaching large groups of students. In her practical book, that displays a ray of strategies, she stresses the importance on first impressions. She notes that from the very beginning the instructor must state the rules and distribute the syllabus. “Laying down the rules early in the semester, both verbally and in writing in the syllabus, is paramount to creating the classroom atmosphere desired” (Carbone, 1998). This is the “elementary” part, but just as in any class, repeating and enforcing might be even more challenging (Carbone, 1998).

In their book entitled: *Teaching Large Classes in Higher Education*, Gibbs and Jenkins (1997) discuss about the conventional lectures in large classes. They state that within the first 20 minutes of the class, the student’s attention is already deteriorated and the learner becomes passive. This passivity does not allow the students to follow and fully understand the lecture thus making it difficult for its learning process. Therefore, they stress that note-taking is essential; however, they add that in most cases, the students’ notes are incomplete and might be limited. In that event, the best option is to give structured lectures with handouts containing the lectures’ notes with gaps and omissions. This way, the student is able to follow and add what is missing. Also, the student actively participates in his understanding of the session. Understandably, this handout should be given at the beginning of class and include the outline of the class as well (Gibbs & Jenkins, 1997).

There are other ways to incorporate academic activities to maintain and promote students’ attention during lectures. Since experience (Heppner, 2007) shows that students follow no more than 20 to 25 minutes for a lecture, especially in large classes, Professor Heppner (2007) created a system whereby he implements “commercial breaks” during his lectures. This makes the students shift their attention to another educational activity. He either gives them a writing task, by telling them to write down what they find important in his lecture, or asks the students to link what they have just learned to previous or other lectures. He finds it very beneficial for both himself and the students. Plus, he

mentions it is interesting to find out how the students interpret his lectures and what they retain when asked (Heppner, 2007).

Another way for the instructor to incorporate writing activities during lectures is to request "minute-papers" or "half sheet response" (McKeachie & Svinicki, 2011) from the students. These activities consist to reply to a question or a series of questions about the lecture or the assigned reading for that day or simply to state a concern. This is a terrific way to eliminate timely corrections and/or grading participation. These types of activities may also encourage students to stay on top of their reading assignments.

Alternative methods of large class lectures include "small-group inquiry" as stated in the article "The Argument for Making Large Classes Seem Small", written by Cooper and Robinson (2000). Moreover, research proves that lectures should be stored into long-term memory by developing the students' ability to discuss, debate, and summarize academic works. Furthermore this is how meaningful learning and thinking occurs (Cooper & Robinson, 2000).

In a study about lectures in large classes done by Exeter et al (2010), it was proven that strategies normally used in small classes, such as problem-based learning, small-group discussions and techniques that allowed students to ask questions regularly were used in large classes to enhance opportunities for student engagement (Exeter, Ameratunga, Ratima, Mortin, Dickson, & Hsu, 2010). A different type of group work in large classes is cooperative learning. It is one of the ways that makes a large class seem small (Kelly, Klionsky, & Weimer, 2010).

To conclude this part, as seen, many studies suggest alternative methods in teaching large classes. Class size is important and can be more interactive and therefore more effective when the right tools are used consistently (Carbone, 1998; Heppner, 2007; Kelly, Klionsky, & Weimer, 2010). Providing questions and discussions to make the learners active in their learning, the learning process

automatically becomes more meaningful for them because they feel involved. Interactive lectures that promote discussions may be more effective than only lecturing, since changes occur in the student's thinking and problem solving that lectures alone can't achieve (McKeachie & Svinicki, 2011).

2.2 English-Medium Education (EME)

According to Wilkinson (2005, as cited in Miller 2007), more and more students attend English-medium universities. Most of these students' native language is other than English. Therefore, this poses a challenge for the learner and the lecturer. Moreover, large classes at the university level are mostly conducted through lectures, the oldest but most widest teaching method still used at the college or university level, (McKeachie & Svinicki, 2011) that students may have problems to follow and to fully understand. The lecture format may create language issues and genre issues that will be discussed in the coming paragraphs.

When one does not have a high level of understanding of the language of instruction, it is quite difficult to grasp the meaning of the content being taught. "Listening to lectures in a second [or foreign] language is an arduous task" (Miller, 2007). Thus, the learner has to devote much effort in order to follow a lecture in a foreign language.

The class management of large classes can be relevant to practically any educational institution. Its strategies and techniques can be applied anywhere. However, what is distinctive to AUA and to some other universities in the world is that students are taught in their foreign language; this alone may pose challenges in higher education. Especially with the new AUA undergraduate program, the majority of the students with non-native English skills will be enrolled in their new classes, some being large, and will probably need extra help in order to follow and understand lectures in the English language. When one has learned a foreign language, and this language is not used on a regular basis in their native country, it might be difficult to understand the whole content by a student audience of non-native speakers of English (Miller, 2007). But research suggests that lecturers can implement specific

lecture techniques to make the content more accessible to the non-native English speaker learners (Miller, 2009).

This factor of being taught in a foreign language is added to the large class instruction, since at the university level, students may be part of large classes. These two factors together can pose many challenges that are uncommon. Nevertheless, the lecturer must be aware of his audience and alter what needs to be tweaked to cater the non-native English-speaking learners. In parallel, the learner needs to get ready and invest more efforts to understand lectures in the foreign language (Miller, 2007). Nonetheless, with the right methods, students who put in the necessary efforts can overcome their difficulties and even master their specialty.

Miller (2007) discusses a case of Hong Kong Chinese engineering students who have low English language proficiency and how they have achieved comprehension in their university classes where the lectures were given in English. According to Flowerdew & Miller (1992, as cited in Miller 2007), a student who has learned English as a foreign language, should also focus on “the wider social features within the specific genres” (Miller, 2007) that determine the lecture, since it goes beyond the specific linguistic features of a lecture, such as sentence structure and vocabulary. The genres go beyond language since it includes “this other stuff—actions, objects in the environment, gestures, glances, attitudes, thoughts, values (Gee et al., 1992, p. 233, as cited in Miller 2007) that represents the lecture.

Miller’s research about the effectiveness of lectures in a second or foreign language, concluded that the students’ perceptions and the lecturer’s behaviour differ; this mismatch can cause problems in the student’s understanding of the lecture. Both lecturer and students must share similar perceptions of the lecture event, in order for these lectures to be understood successfully by the non-native learner (Miller, 2007).

To make second (or foreign) language lectures more attainable for the non-native English speaker learner, six sociocultural features are identified to show the different viewpoints of the lecturer and the learner (Miller, 2009): 1- purpose of the lectures: central of the learning for the instructor, but secondary for the students. 2- roles of the lecturers: one who prioritizes the information, who facilitates and teaches language. 3- styles of lecturing: the lecturers not being prepared enough for the non-native English speaker listener. 4- simplification: students reported the following three aspects helped their understanding of lectures: lecturer slowing down, avoiding the use of complex words and repeating themselves. 5- listeners' behaviour: when the listener was checking for comprehension with other classmates, the instructor was bothered by the noise. 6- humour: not being able to use humour because the misunderstandings were so great due to different cultural and/or linguistic backgrounds.

In this same study by Miller (2009), the different research instruments revealed three language features, namely the importance of simplification by the lecturer, problems of pronunciation and the difficulties of understanding specific content. It also revealed nine pedagogical features to focus, namely, the (1) use of explicit examples by the lecturer, (2) lecture handouts including the (3) mapping of the lecture and the lecture notes. Dividing (4) the lecture into stages, (5) preparing the students in advance for the lectures and make them aware how to obtain the extra materials prior to class (Miller, 2007), (6) create a pleasant atmosphere, (7) use of visuals, (8) attractive presentation that focuses on interactivity and (9) the use of body language whereby the instructor walks around and can make gestures (Miller, 2009).

As Miller (2007) notes, lecturing is a specific genre and since there are too many elements of this genre that are unfamiliar to the learners, they should be explicitly explained. This way, there would be fewer mismatches between the students' perceptions and the lecturer's behaviour described earlier. When the lecturer explicitly explains, the student's perceptions change; and can be in parallel with that of the lecturer. Added to these explicit lectures, the lecturer can continually check the students'

comprehension for the use of language and the use of content to create a thorough learning atmosphere where both learner and lecturer are agreeing to one another. This does not ignore the fact that following a lecture in a foreign language, students should constantly improve their English (Miller, 2007).

Miller's study (2007) on the effectiveness of lectures in a second or foreign language context brought a few important observations to help the student and the lecturer better understand how to cope with this lecture genre. In order to better understand each other's intentions, the learner and the lecturer must use specific techniques. Once the learner understands the genre of lectures, it can be easier to be engaged in the right learning atmosphere. However, many factors play an important role in this right learning atmosphere. For instance, students should be offered an orientation session at the beginning of a lecture series, to understand how information will be transmitted to them. This way, the students are aware of the background knowledge that is required for the course and they know what to expect from the learning genre.

2.3 Combining the two Challenges: Large Classes in an English-Medium University

In regards to the opening of the undergraduate program of AUA, two challenges may rise: the (1) large class instruction in an (2) English medium university. These two are linked together because they both will coexist in AUA as of September 2013.

The student services will provide academic support by the time the undergraduate program is launched. However, the undergrad students will also need support for language issues in class as well. Thus, some important teaching techniques may be looked into to provide assistance to the students in need. This involves engaging the new students in their new large classes and added to that, in a foreign language: a language that they have learned, but not necessarily have used to study content.

Therefore, a combination of techniques can be developed in order to ease the transition from their passed schooling experience to this dual challenge of being taught in large classes, in a foreign language. Moreover, as mentioned above in the two previous sections, when the lecture-oriented classes are restructured through interactive and engaging tasks (Kelly, Klionsky, & Weimer, 2010; Exeter, Ameratunga, Ratima, Mortin, Dickson, & Hsu, 2010) together with the implementation of specific lecture techniques to make the content more accessible to the non-native English speaker learner (Miller, 2009), both the instructor and the student can benefit because it deepens the students' learning (Boyle & Nicol, 2003).

As a starter, since meeting a class for the first time will affect the rest of the semester, setting the right tone in that first class is essential and should be well planned, personal but yet professional, exciting but yet reducing their anxiety (McKeachie & Svinicki, 2011). However, many different factors are at play during that first meeting. Hence the professor's role is immense. That first period should be focused on a few features: get acquainted to one-another and to the topic, introducing the syllabus, introducing the textbook and assessing prior knowledge. As for acquaintance, to "break the ice", especially for the first year students (at AUA, or any other university), the professor should be interested in the composition of the class and ask several questions in a form of replying just by a show of hands. Other tasks can include writing down their feelings on that first day of class and then sharing them with the whole class (McKeachie & Svinicki, 2011). The type of questions that require students to reply with a show of hand is very appropriate in large classes, since even the shy student has a greater chance to participate. If students are shy due to their low level of language proficiency, they can probably raise their hand to answer a question, since this does not require any language. This type of participation can make them active and eventually engage them in class discussions, because the "ice breakers" have already set the stage (Kelly, Klionsky, & Weimer, 2010).

The challenges of large class setting in an English-medium university are great, but knowing already a few strategies mentioned throughout the paper and that are a result of professional experience, the new undergraduate program can overcome these difficulties that the future students might encounter.

2.4 The use of Technology

2.4.1 Clickers Other than the class management strategies mentioned above, technology has come up with a tool that can encourage the students' participation: the use of clickers. This will help students in large classes to participate and lower the anxiety of contributing to class discussions in their non-native language.

A clicker, also known as Audience Response System (Caldwell, 2007), is a tool that engages students' participation in large classes. It enables to ask and reply to questions and transform any lecture to an interactive method of teaching. Results have shown that the use of clickers creates a positive and active atmosphere in the large classroom.

One example of the use of clicker is from the game show "Who Wants to be a Millionaire" when the contestant "asks the audience" and the participants have a hand-device and need to press a button to answer. The answers are shown onto a large screen, where everyone can view them (Heppner, 2007). In class, professors can prepare questions and the students can reply with the clicker, this way the answers are shared automatically with the whole class.

Clickers are now modernized; they are wireless and are "two-way", meaning that they are able to send a signal and indicate whether it was received (Caldwell, 2007). Plus, each participant has a code and the answer is recorded. Just as in the game show, all answers are collected and tabulated rapidly, for then to be projected on the screen. Clearly, the use of clickers increases students' active participation, since all the students may reply to all the questions.

The program used for clickers is PowerPoint with an extra toolbar. The questions are put on the slides and shown on the screen. The students have a timeframe to reply, after which the instructor is able to see the frequency of each answer. Then, he can reveal the correct answer on the screen and share it with the whole class. This type of discussion with the clicker is also a great technique for lecture breaks (Heppner, 2007).

Research shows that students and instructors enjoy using clickers and it is a great addition for teaching large classes. Plus, the students' attention is more focused and they are more active in their learning. Thus making class discussions more pleasant since more students are involved (Caldwell, 2007).

Following are a summary of Caldwell's (2007) recommendations for the clicker use in large classes:

- 1- Planning is crucial; this may take more time the first year, but it is well worth it. As with any other gadget, the instructor must try it out and be accustomed to it.
- 2- Peer Learning; by showing passed scores and usages, instructors should teach to one-another and this way, they prevent wasted time and frustration.
- 3- Attitude; teachers should have a positive attitude and not be discouraged (Caldwell, 2007).

Class discussions via electronic devices have other advantages too, such as storing the students' contributions and allowing the instructor to readdress what has not been absorbed fully by the students. However, the instructors must provide clear instructions to make electronic discussions a valuable tool (Bryant, 2005).

2.4.2 Moodle The Modular Object-Oriented Dynamic Learning Environment also known as Moodle is a license free open-source software platform, which is part of the Learning Management System (LMS), or the Virtual Learning Environment (VLE). It is widely used in universities since it is a useful interactive tool for any class environment. It facilitates communication and collaborative work

between students and instructors. Moodle, like any other open-source software allows teachers to upload activities, assignments, readings and any other material that they judge useful for their course. Plus, the teacher can include grading and attendance. Moreover, he/she can post messages on the forum for in-class use (Nagi & Suesawaluk, 2008).

A study done at the University of Glasgow (Edmond, et al., 2009) show that the use of Moodle is an effective tool in large classes. It is a useful way to get information about projects and other assignments and for students to easily communicate and do collaborative work.

2.5 Two Similar Situations

Teaching in large classes in an English-medium university is not only unique to AUA. Many other countries also have this similar situation. Following are two examples of English-medium instruction, one in Turkey and the other in Korea. These two examples may offer some alternatives that can be useful for AUA.

In Turkey (Kırkgöz, 2005), 26 universities offer undergraduate degree courses through English; a language that was taught to the students as a foreign language. However, Turkey is slightly different than Armenia since their first English-medium instruction at the university level was launched in 1912. Thus, the popularity and motivation to learn English in Turkey was already established long ago and the English language had already been of high importance in education.

Turkey's desire to operate in English started early in the 20th century. Even though this desire is closely linked to the establishment of higher education in English, study showed that the students encountered great problems (Kırkgöz, 2005). This result is revealed in a study done by Kırkgöz (2005) that was conducted at Çukurova University, in Adana, which is a reputable university and was founded in 1973.

“Getting a well-paid job” and “Become broadly educated” were among the most popular motivational sources of the students who chose to have an English-medium education. Therefore, the students’ intention of studying in English was for a long-term benefit, rather than appreciating its depth for present needs. This conflict is probably common to many students in Armenia; since the English-medium education (EME) can be a window of opportunity to many. Consequently, it is important to realize the challenges that the students from Çukurova University faced through their English-medium higher education, in order to handle them ahead of time.

This survey at the Çukurova University, in Adana, was conducted to students enrolled in Mechanical Engineering, Electric and Electronics Engineering and Economics and Business Administration. Their ages ranged from 18 to 24, and were from first and final year of their undergraduate programs. Students admitted having a very difficult experience being taught in English, even though it was their specialty. The questionnaires were designed in Turkish and were distributed to students who were admitted to these programs with a score of 510 in TOEFL and a score of level 5 in IELTS. From these students, 16.3% had parents who spoke English and 3.9% had traveled in an English speaking country. Prior to university, the students had taken six to seven years of English in high school. Taking all these factors into consideration, the two major problems were: 1- Reduced ability to understand both specific and general details; and 2- The learning level reduced since the students’ learning is superficial rather than deep learning. Other minor problems included: Distance from native language and/or culture, general regret about choice of English-medium university, difficulty in developing thinking ability and difficulty in expressing ideas. (Kırkgöz, 2005)

In addition to these three problems, even the final year students were affected with comprehension issues due to the low level of English use within their educational environment, since it is not an English speaking staff nor student population (Kırkgöz, 2005). In this regard, AUA has fewer concerns since English is widely used among faculty and students, as opposed to a university that

simply offers an English-Medium Education (EME).

The second study, done in Korea, (Kiyong, Huijung, Minjung, Innwoo, Suhong, & Juyoung, 2010) examines the effectiveness of English-medium education. The data were again collected from surveys and interviews with professors and students' opinions. Results showed some positive outcomes, such as the students' engagement and progress. However, the program lacked a flexible approach towards the students' needs and a full EME implementation policy to support the undergraduate students.

To conclude the literature review chapter, the five parts discussed are relevant to AUA's setting. Namely, the undergraduate program might have some large classes and the right pedagogical techniques can be applied. It is an English-medium university and the majority of students have been taught in Armenian, therefore they might have to go through an adjustment period. Since both these aspects might exist together, being taught in large classes and in an English-medium university, the instructor's challenges can be greater. There are two other alternative teaching methods, that can enhance large classes' engagement and increase interactivity of an English-medium setting: the use of technology, specifically the use of clickers, a device that encourages the students' input, and the use of Moodle (or any other LMS). The use of these tools improves class participation and interactivity among students. And lastly, the problems and challenges faced by Turkey and Korea, teaching large classes in an English-medium environment, reveal the importance of preparing the future AUA undergraduate students to overcome their difficulties and to have a productive and successful learning experience at AUA.

CHAPTER THREE: METHODOLOGY

This paper focuses on the following two research questions:

1. What are the best ways to promote and maintain student engagement in large classes in higher education?
2. What kinds of strategies and techniques can be implemented to teach in an English-medium university?

3.1 Participants

The study includes the participation of 10 university professors from two universities in Yerevan; one private English-language university and one large state university in Yerevan.

The interviewees teach or have taught large classes and/or in a foreign language (English or French).

The study also includes 14 students who have been taught in a foreign language in large classes.

3.2 Instruments

My study is based on a qualitative research; it includes observations in three different classes at a large state university and interviews with ten professors/instructors and fourteen students.

3.3 Procedure

The present study includes interviewing and observing undergraduate classes taught in English in large classes.

As mentioned, the researcher conducted a qualitative study to find techniques that have been successfully used by experts who have taught in large classes and/or in English-medium universities.

First, interviews were conducted with ten professors in order to find out from the experts' perceptions what techniques they have adopted to handle teaching large classes in an English-medium environment.

Second, interviews were conducted with 14 undergraduate students who attend large classes in English or in French in a large state university in Yerevan. This is to reflect on students' perceptions and experiences in classes that are not being taught in their native language.

Third, the researcher observed three different large undergraduate classes taught in English at a large state university.

The present research's goal was to find out teaching techniques and strategies to lower the anxiety of undergraduate students and instructors and to create a learning environment appropriate and useful for all parties involved.

CHAPTER FOUR: FINDINGS and DISCUSSION

4.1 Classroom Observations

In the month of April 2013, the researcher conducted three different observations. All three observations had the same aim: to observe the instructors' teaching techniques effectiveness in large classes and in classes taught in English as a foreign language.

The three class observations used the same observation grid and were very similar. The following was noted from the observation grids (see Appendix 3). On a physical level, there were about 85 students in each class. Each classroom was spacious enough to hold about a 100 students. Desks were for two students and were lined up in three rows. Most students sat with another classmate, thus being two-by-two, a few took the whole desk and there were still empty ones. The rows were wide enough to comfortably walk through them. As for the content delivery, all three professors based it on lectures, some discussions and questions engaging the audience as a whole. All three professors started the class with a lot of questions and made an extra effort to link the previous class's content and include as many students as possible into the discussions. Most students were participating by answering questions or simply nodding their heads. Even the ones sitting in the far end of the class were making the effort to engage themselves. However, among the ones sitting in the back were chatty students. They too ended up being involved in the class discussion since the professor would randomly call on them. Another way that the professors were able to engage the students was to walk through the aisles often enough to involve them in class discussions. Most of all, lectures were turned into discussion periods whenever possible and as per the literature review, these are some of the successful ways in which large classes can be taught.

4.2 Interviews

The researcher chose to conduct two sets of interviews; one with professors, who teach or have taught in an English-medium institution and/or taught large classes. The other set of interviews was

aimed to students who have been taught in large classes in an English-medium university. The items of the interviews were developed based on the literature review and the class observations.

The advantage of face-to-face interviews was that I was able to ask follow-up questions in order to clarify and to get a clearer idea of how the interviewees’ experience was in large classes and in an English-medium university.

4.2.1 Interviews with the Professors/Instructor (see Appendix 1 for full transcripts) In order to find out some of the successful techniques that experienced professors or instructors use to teach large classes in an English-medium university, the researcher prepared 11 open-ended questions and 2 closed-ended questions, thus a total of 13 questions, to interview 10 instructors. The questions were asked to find out, some of the best practices and what would work and what might not work for higher education in large classes and in an English-medium environment. In general, the findings revealed that most professors’ teaching techniques rely on suggestions found in the literature review mentioned. Evidence showed that in order to engage students in large classes, it is recommended to question often and to have class discussions. The professors interviewed already use such techniques.

The following table shows replies from ten professors, grouped in categories.

Table 1 Replies from professors		
Category of questions	Replies from instructors *	Replies from instructors *
Largest class taught	30 to 55	85 to 300
Differences between teaching large classes as opposed to small classes	<ul style="list-style-type: none"> - The quality of the lesson may suffer, and therefore more sacrifice from the instructor, more decision to be taken as to which activity to do and which one to omit. - Not all students can participate and contribute in each class - Less in-class activities because less time - More lecture oriented, but with discussion questions - Less personal and/or individual touch, more intimacy in small 	

	<p>classes.</p> <ul style="list-style-type: none"> - For more variety and less redundancy, must have a variety of presentation topics. - More group work - Use nametags to identify students.
Types of learning strategies and learning structures used in large class	<ul style="list-style-type: none"> - For presentations: tape it and send it - More group work - Moodle helps a lot for large groups - Lectures and class discussions - Teach with power point slides - Give handouts - Use interactive methods - Brainstorm with charts on board - Visual aids
Assessment in large classes	<ul style="list-style-type: none"> - Grading is challenging in large groups - Grading rubrics are very useful to use - Grading participation is a challenge - Difficult to be objective - More concrete assessments. - Must take notes during presentations, cannot rely on memory and the grading rubric alone. - When correcting an exam, better to correct number by number, this way each answer is corrected with the same criteria.
	<ul style="list-style-type: none"> - Must build trust with the students and make them want to succeed on their own, since sharing answers for them is very common.
	<ul style="list-style-type: none"> - Peer and/or cross group assessment is the best way to assess large groups.
Successful engagement techniques for large classes	<ul style="list-style-type: none"> - Find variety to suit the majority of the students and not to have redundancy in the presentations. - Divide the group by different points of view, work in small groups and then report.
	<ul style="list-style-type: none"> - Walking through the aisles.
	<ul style="list-style-type: none"> - Working in smaller groups, and then reporting to the whole class. - Greater homework tasks to work outside the class, with small groups. - Accountability: inform a certain group to prepare the designated reading.

	<ul style="list-style-type: none"> - Keep them engaged by giving REAL examples - Humour helps a lot. - Storytelling and dialoguing with the students is a great way to engage the students.
Type of difficulties encountered when teaching in an English-medium university, where English is a foreign language.	<ul style="list-style-type: none"> - Understanding issues, on many levels: language, knowledge, expertise, learning culture. - Speaking fast, as native speakers do. - The main difficulty is conducting and maintaining the class atmosphere in the given foreign language. - Writing and communicating, in the foreign language, were their weakest point. - Classroom management to keep them focused on the topic.
	<ul style="list-style-type: none"> - I use the Moodle, which is an extra level of communication that students can rely on, in responding to their questions and needs. - During group work, when the dialogue cannot be completed in the foreign language, students may use their native language.
Assessment in English-medium institutions.	<ul style="list-style-type: none"> - The need to confirm that all the terminology is well understood - Focus on the content - Remove points for language only when it is linked to understanding issues. - The questioning is very clear and linked to the rubric. - The assessment always altered to the group. - Keep my objectivity. - Evaluate the students frequently and thus make them responsible for their own learning.
Use of Moodle or other e-learning software platform	<ul style="list-style-type: none"> - Yes, it is useful in large classes - Yes, students can use it for homework purposes, the syllabus, general announcement, on-line tests, explaining grades and grading rubrics and easily turning-in assignments
	<ul style="list-style-type: none"> - No, it is not available. I use emails or Facebook to communicate. - No, I never got used to it.

*It is important to mention that all the replies refer to teaching theory classes of any given topic taught in the higher education level, such as Methodology, History of Britain, Introduction to linguistics, Political Science and not language classes.

The previous table reveals the similarities and differences of the replies. As seen in the transcripts (see Appendix 1) there are patterns in the interviewees' replies, therefore the researcher created the following table to avoid repetition. The table does not reveal any major contradiction; except for the last item concerning the use of Moodle or other form of LMS. Five (half of the

interviewees) professors use it as oppose to the other five for whom, three have not been exposed to it and use other means such as Facebook or e-mails and the other two have not gotten the use of using it for various reasons.

It is a general consensus that teaching with the use of questions and discussions makes the lectures more real and vivid. However, one professor mentioned the use of storytelling and dialoguing to make it even more real for the students. Needless to say, that this cannot be applied for every topic.

4.2.2 Interviews with the students (see Appendix 2 for full transcripts) The researcher interviewed 14 students, with 9 open-ended questions to find out about their experience being taught in large classes, in an English-medium university. Through their experience, their preferences can guide future instructors to deliver knowledge in the large classes in English-medium universities.

All 14 students have had classes taught in a foreign language at the higher education level and have been in large classes. However, frequently, these large classrooms have not been appropriate to the number of the students. Very often they had to share a bench for two with three or four other students.

As for the delivery of the topic, the methodology and their preferences, the following table displays the students’ responses, grouped in categories.

Table 2 Replies from students	
Category of questions	Replies from students
Mode of teaching in large classes	<ul style="list-style-type: none"> - Mainly lectures - Some group works - Seminars - Discussions
Class size affecting their	<ul style="list-style-type: none"> - Comprehension and concentration problems - No individual attention

learning experience	<ul style="list-style-type: none"> - Shy to ask questions - Noise level affecting the learning
Preferences of activities in large classes	<ul style="list-style-type: none"> - More questions, to be engaged - Less lectures or cutting them into themes, more discussions - Provide the syllabus and handouts at the beginning of class - Use real life experiences
Difficulties in learning in a foreign language	<ul style="list-style-type: none"> - Communication and comprehension problems - The ability to express properly - Stressful moments to speak
Efforts made to encounter difficulties	<ul style="list-style-type: none"> - Watched movies in the foreign language - Asking the teacher to clarify or to repeat - Worked harder to expand their vocabulary and communication skills - Read more - Being more attentive in class

4.3 Limitation

The researcher was not able to interview the first year students of the undergraduate program of AUA since it begins in the fall of 2013. It would have been interesting to survey and/or interview the first year undergraduate students to find out how it feels to be taught in large classes and in an English-medium university. It would also be interesting to learn about their anxieties at the beginning of the academic year, their difficulties to be taught in English for the first time (for many), the efforts they invested to encounter the challenges and what types of satisfaction they achieved through their learning process in their new learning environment.

CHAPTER FIVE: CONCLUSION

This MA paper was designed to propose useful teaching techniques and strategies to future AUA undergraduate instructors, based on the literature review that revealed the importance of interactive lectures in order to engage students in large classes and in English-medium settings. Since English-medium universities are growing, the researcher finds the need to address the challenges that are posed with weaker language proficiency students and/or students who have only been taught in their native language. This requires experts' experience to make this transition easier for the students who will enrol at AUA for the 2013 fall semester.

This MA paper examined two research questions concerning (1) the best ways to promote and maintain student engagement in teaching large classes in higher education, and (2) the kinds of strategies and techniques that can be implemented to teach in an English-medium university. The literature review included techniques used in large classes, experiences and studies in teaching in English-medium universities, as well as technology tools, such as clickers and Moodle, that can be useful tools for large class and English-medium higher education learning setting. Techniques mentioned in the literature review and useful strategies from the interviews have been listed in the deliverables as recommendations. These recommendations include a checklist for the first day of class, different "ice breakers" and other introductory activities for the first day, giving "commercial breaks", questions and discussion topics to make lectures more interactive, giving hand-outs and/or gap-fill activity at the beginning of the lesson and to implement clickers and open-source software as technology tools to make it easier to participate in class discussions and for follow up activities.

The results from the interviews with the professors and the three large class observations showed that they coincide with some of the techniques mentioned in the literature review. The interviews with the students revealed that they do prefer interactive lectures and group work which also coincides with some of the suggestions in the literature review.

Finally, this paper's objective was to help the future undergraduate instructors with tips and techniques based on the literature review, the observations and the interviews. Hopefully the recommendations put together in this paper can be useful advice in order to have a smooth transition for the students' new and different learning environment.

CHAPTER SIX: DELIVERABLES

The aim of this paper is to suggest recommendations to the future instructors of the undergraduate program of AUA, in order to provide a learning environment that is best suited for the new non-native English students, who will be in a new and different education environment as of September 2013.

Clearly, the professor or lecturer plays a very important role and he/she should be aware of how to address the challenges that may arise with the new wave of students graduated from High School, who have mostly been taught in Armenian. The students must also prepare themselves to invest more efforts in order to follow lectures in English and to take part in a large class setting with ease.

Based on the literature review, the interviews and the classroom observations, the researcher has compiled a list of techniques and strategies that future instructors can utilize to make their lectures more effective.

- 1- For the first day of class, the new instructor can use a checklist (see Appendix 4) to go through before class and just before class.
- 2- During the first class, the instructor can use “ice breakers” by asking Yes/No questions to the whole group (McKeachie & Svinicki, 2011).
- 3- For “breaking the ice”, the instructor may ask students to answer with a show of hands.

Following are examples of questions:

- a) Which region of Armenia do you come from? Outside of Yerevan? What country do you come from? Lebanon? Syria? Canada? US?
 - b) Who just graduated from High school? Who is doing a second degree?
- 4- Other “ice-breaker” tasks can include writing down their feelings about the first day of class and then sharing with the whole class (McKeachie & Svinicki, 2011).

5- During the first class, the instructor may focus on a few features:

- Get acquainted with one-another.
- Get acquainted with the topic.
- Introduce and discuss the syllabus.
- Introduce the textbook.
- And assess prior knowledge. (McKeachie & Svinicki, 2011)

6- During lectures, the instructor may give “commercial” breaks, 20 to 25 minutes into the lecture.

During these commercial breaks:

- ▶ The lecturer may ask students to write the three most important things they have learned so far (Heppner, 2007).
- ▶ The lecturer may ask students to write questions about what they do not understand and to pass these notes to the instructor in order for him to answer. If there are too many papers, the instructor can address them next class (Heppner, 2007).
- ▶ The students are given less than a minute and some can share their notes with the whole class (Heppner, 2007).

7- Instructors can provide handouts for each class. These handouts may contain:

- ▶ The mapping of the lesson
- ▶ Lecture notes, preferably partial notes (Miller 2007) (see Appendix 1)

This way, students listen and follow the lectures. Moreover, they are not just take notes mechanically (Heppner, 2007).

8- Other types of activities during lectures, include: the “minute paper” or the “half sheet response” (McKeachie & Svinicki, 2011) are valuable and helpful tools to initiate large group discussions, or for subgroup and pair discussions. Here are some example questions that may be used:

- a) “What do you think about this concept?”

- b) "Give an example of this concept."
 - c) "Explain this concept in your own words."
 - d) "How does this idea relate to your own experience?"
 - e) "What are some of your feelings as you listen to these ideas?"
 - f) "How could you use this idea in your life?"
- 9- The instructor can be more explicit in explaining their use of general and technical language. Also, can continually check the students' comprehension about the lecture's use of language and the knowledge of content. Moreover, discuss with the students a lecturing style that they are both at ease with (Miller, 2007).
- 10- Instead of lectures, other techniques include:
- ▶ Debates: when the class is divided in two or more and discusses about a given topic.
 - ▶ Fishbowl: when five or six students are selected to answer questions from the readings. They are placed in the middle of the class and the rest of the students are observers and take notes. The instructor may collect those notes.
 - ▶ Interviews: a guest, who is an expert in the field, visits the class and students ask their questions (McKeachie & Svinicki, 2011).
- 11- Other alternatives to lectures include dialoguing, storytelling or sharing personal anecdotes when possible. Students are more interested and feel involved thus they participate (Miller, 2009) (see Appendix 1).
- 12- Lecturers may use a variety of delivery techniques during his/her in lectures. For instance, putting lectures in chunks, as opposed to monologues, or focused questions or demonstrations or board works (Miller 2009).
- 13- Control of speech speed and simplification of language by the lecturer for complex words and (Miller, 2009) (see Appendix 1).

- 14- Implement the use of Clickers in large classes to encourage class participation (Caldwell, 2007 and Heppner, 2007).
- 15- Implement the use of Moodle, or another Learning Management System (LMS), that allows teachers to upload the syllabus, the activities, the assignments, the readings and any other material that they judge useful for their course material (Nagi & Suesawaluk, 2008) (see Appendix 1).
- 16- However, seeing that the majority of the instructors does not use Moodle, or do not know how to use it (see Appendix 1), the researcher suggests to have Moodle workshops and or sessions on a regular and even individual basis. The sessions can be need-based, where all teachers bring their laptops and practice uploading their material and develop their know-how in order to use it properly.
- 17- Some other pedagogical features to take into consideration:
- ▶ Prepare the students in advance for the lecture
 - ▶ Create a pleasant atmosphere
 - ▶ Use visuals to make attractive presentations that focuses on interactivity
 - ▶ Use body language by walking around and making gestures (Miller, 2009).
- 18- At the beginning of the semester, each student can record on a weekly basis their feelings and opinions in a journal. Example of questions (Miller, 2009):
- a. What do you do if you do not know a word when listening to a lecture?
 - b. Can you describe a situation when you were listening to a lecture and did not understand something? What did you do?
 - c. What types of things affect your listening in lectures?
 - d. What strategies do you use when listening to a lecture?

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APPENDICES
Appendix 1

Interview with instructor/professor who has taught Large Classes and/or in English-medium universities.

Table 3: Teachers' interview question and answers

Interview Questions	Interviewee's Answer
1. What is your definition of large class?	<p><u>Professor 1:</u> 35-40</p> <p><u>Professor 2:</u> 40+</p> <p><u>Professor 3:</u> 40+</p> <p><u>Professor 4:</u> 60+</p> <p><u>Professor 5:</u> 60</p> <p><u>Professor 6:</u> It all depends of the dynamics</p> <p><u>Professor 7:</u> 35+</p> <p><u>Professor 8:</u> 40</p> <p><u>Professor 9:</u> 35+</p> <p><u>Professor 10:</u> 40+</p>
2. How many students were in the largest group you have ever taught?	<p><u>Professor 1:</u> 35</p> <p><u>Professor 2:</u> 54</p> <p><u>Professor 3:</u> 90</p> <p><u>Professor 4:</u> 45</p> <p><u>Professor 5:</u> 30+</p> <p><u>Professor 6:</u> 300</p> <p><u>Professor 7:</u> 85</p> <p><u>Professor 8:</u> 118</p> <p><u>Professor 9:</u> 85</p> <p><u>Professor 10:</u> 30</p>

<p>3. For which level and department have you taught this/these large classes?</p>	<p><u>Professor 1:</u> Master's degree. Entrepreneurship, MBA at AUA</p> <p><u>Professor 2:</u> Enabling Competitive Advantage through Information Technology</p> <p><u>Professor 3:</u> Political Science</p> <p><u>Professor 4:</u> Law</p> <p><u>Professor 5:</u> <i>Théorie de la Traduction</i></p> <p><u>Professor 6:</u> Disaster Preparedness, Public health</p> <p><u>Professor 7:</u> Theoretical Grammar</p> <p><u>Professor 8:</u> Theoretical Phonetics, British History</p> <p><u>Professor 9:</u> Introduction to Germanic Philology course</p> <p><u>Professor 10:</u> Economics, MA</p>
<p>4. Has the physical learning space been appropriate for the number of students?</p>	<p><u>Professor 1:</u> Usually yes, no problems.</p> <p><u>Professor 2:</u> Ok</p> <p><u>Professor 3:</u> Ok</p> <p><u>Professor 4:</u> Ok</p> <p><u>Professor 5:</u> Ok</p> <p><u>Professor 6:</u> Ok</p> <p><u>Professor 7:</u> As for space, desks and chairs - mainly yes, while for other facilities (enough copies of handouts, books, computers, etc.) - not always.</p> <p><u>Professor 8:</u> No problems</p> <p><u>Professor 9:</u> As for space, desks and chairs -yes, as for the photocopies, handouts, tape recorders etc. - not always.</p> <p><u>Professor 10:</u> No problem</p>
<p>5. How is teaching a large group of students different from teaching small size? (Introductory activities,</p>	<p><u>Professor 1:</u> With larger groups, must sacrifice from the quality. For example: In a small class, Case study presentations are in groups of 4 and they all present the same case study. However, in large classes, listening to the same presentation more than 4 times becomes redundant. Therefore there is trade off sometimes, and I use a variety of Case studies and they are evidently of</p>

<p>hand outs, closing statements ...)</p>	<p>different levels of easiness. Plus, the presentations are shorter.</p> <p><u>Professor 2:</u> Use nametags to identify students. Give every student the chance to participate and contribute. It is a pure physical effort to correct 50 exams. For more variety, can't have everyone present on the same topic. I do some random calling to make sure they are all following.</p> <p><u>Professor 3:</u> Large classes tend to be 'lecture' oriented. Smaller classes may be 'seminar' oriented. More intimacy with smaller classes; one can work with students more individually for their growth and development.</p> <p><u>Professor 4:</u> As for classroom management, the students are more tended to drift away. I spend more time focusing. Pedagogically, I alter discussion questions, I do more group work. Plus, I use nametags to identify students.</p> <p><u>Professor 5:</u> It is tougher to keep them focused in large groups, easier to interrupt the lectures in smaller groups. More intimacy in smaller. Fewer presentations, sacrifice for the quantity.</p> <p><u>Professor 6:</u> Everyone cannot participate and it's fine to see they are part of the dialogues with their facial expressions. In small classes, you can bring-in dialoging more and the need to change the topic is easier.</p> <p><u>Professor 7:</u> Unfortunately, the in-class activity of students tends to be minimal, more precisely, it decreases and the Teacher is not always able to give the desirable coverage of the group as for educational attention, assistance and academic support, and, what is much more important, she/he does not seem to have enough time to get the appropriate feedback on students' individual needs, problems and claims.</p> <p><u>Professor 8:</u> It seems that in smaller classes, it is more productive, there are more discussions and I can listen to all the questions and answer them. With large classes, it is to make sure to deliver and check. The noise is a nuisance and they ask less questions and there is definitely less interaction.</p> <p><u>Professor 9:</u> The main problem remains the be the TIME. Teaching a large group of students reduces the quantity and variety of in-class activities, as well as the involvement and the participation of every student decreases, individual approach to every student is not always possible but on the contrary team work proves to be a success and students learn to cooperate.</p> <p><u>Professor 10:</u> Lecturing more was easier in the large group, pair work was better, creativity was less obvious.</p>
<p>6. What types of strategies, learning</p>	<p><u>Professor 1:</u> Tape the presentations and send it.</p>

<p>structures and or materials do you use in teaching large classes?</p>	<p>Look for different creative ways to get to the targeted objective. Depends on the class/ topic Learn by doing classes can be easier to accommodate and perhaps more learning happens.</p> <p><u>Professor 2:</u> I deliver the content by lectures and try to use visuals, when possible.</p> <p><u>Professor 3:</u> Primarily lectures. Some discussion, but generally limited as there is not enough time to develop ideas and engage students in discussions.</p> <p><u>Professor 4:</u> I explain through lectures and Moodle also helps especially for large classes.</p> <p><u>Professor 5:</u> Give handouts. For more active interaction, I try to randomly call-on many students and switch from class to class, need to verify if they are listening, use methods to attract them all.</p> <p><u>Professor 6:</u> I walk around a lot. Even silent dialogue is a way to get a sense of where they are at. Half way through my lecture, I might change the direction it to make it more valuable and useful. I often ask where they're at. If there is a GOOD relationship, they will be honest.</p> <p><u>Professor 7:</u> Sub grouping and restructuring of the group is utterly important. Thus, the larger group should necessarily be split up into smaller ones for further team work, group presentations or individual projects. The groups later on are asked to do pair work, and sometimes peer assessment. Though the latter has never been popular, at least, with my students.</p> <p><u>Professor 8:</u> I teach with power point presentation, hand outs, interactive methods, discussion periods, try to have a film with every topic to discuss, visuals</p> <p><u>Professor 9:</u> Mainly team work activities such as: presentations, projects. Getting feedback on the previous lecture with further assessment is what definitely motivates the class.</p> <p><u>Professor 10:</u> Visual aid was more effective in a large class. Even to learn the new terminology or familiar words that they did not know in the new context. Brainstorming with charts and on the board helped a lot Do different types of group works.</p>
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<p>7. When teaching large groups of students, do you use different teaching and learning activities, (e.g. explanations, student involvement, tasks and group-work organization), If so, why and what are the differences?</p>	<p><u>Professor 1:</u> When the class gets larger, more groups are added for presentations and this becomes redundant since the presentations are very similar. So for variety, MUST have 3 different cases. They might have different levels of difficulty, so sacrifice of quality and time. More effort to find these cases, but this way, you do not hear similar presentations.</p> <p><u>Professor 2:</u> More group work</p> <p><u>Professor 3:</u> Student involvement is limited; sometimes one can break students into smaller groups for discussions, but this is difficult.</p> <p><u>Professor 4:</u> I divide them in groups more often.</p> <p><u>Professor 5:</u> I make sure that when they are working in small groups that they are not drifting away on different topics. Therefore I make sure to walk around a lot more.</p> <p><u>Professor 6:</u> I need to reach out and see where they are. Put them in Smaller groups. And when walking around I make sure that all the groups are equally working.</p> <p><u>Professor 7:</u> Sure, groups of students for team work, group presentations. The larger the group, the more frequent of the change of its members is.</p> <p><u>Professor 8:</u> Team work, divide the group in teams to do presentations. During the presentations, the audience needs to ask questions, that is how I make sure they are following.</p> <p><u>Professor 9:</u> Group presentations: the larger the group the higher is the sense of competition and the desire to be the first, students help each other as the given activity is intended to end by peer assessment</p> <p><u>Professor 10:</u> Group work very often and I walk around to give assistance.</p>
<p>8. Is the way you assess students different depending on group size? How so?</p>	<p><u>Professor 1:</u> Grading is challenged since there are more presentations. Therefore, I need to take more notes for participation and during presentations!! I must have great elaborated rubrics, this way, I do my best not challenge my memory!!! Do not depend on subjectivity. More concrete assessments, so you do not fall into being lenient. When correcting correct the exam by numbers and not by student. By minimizing the “risk of drift”</p> <p><u>Professor 2:</u> The biggest challenge, especially that class participation is the most important in my class. It can become more subjective therefore I take notes. I ask fact based questions and they interpret orally.</p> <p><u>Professor 3:</u> Yes, grading is primarily done on the basis of exams or papers.</p> <p><u>Professor 4:</u></p>

	<p>Design tests that are easy to grade, with smaller group more essays. Classroom participation: when the designated group must do the reading that is when I grade them, not randomly. This way, it is easy to grade.</p> <p><u>Professor 5:</u> Tough to get the objectivity as much possible, try to test the personal touch in tests, elaborate exams that evaluates REALLY the students' knowledge</p> <p><u>Professor 6:</u> When you build a relationship with students, you also develop trust. However, it is part of this society to share answers, it is not cheating for them. So, in order for them to produce on their own, I make them want to do what they can do. Participation + midterm + final</p> <p><u>Professor 7:</u> As for scale of assessment – no difference. For the component of the assessment and general methodology – yes there is a difference. The peer assessment and/or cross-group assessment is the best way to cover a larger numbers of groups and to detect the individual progress among the students.</p> <p><u>Professor 8:</u> With small groups, I can assess very often. I cannot assess the large class everyday, some quiz, midterm, presentations, participation is tough since you cannot see it and they do not participate a lot too...</p> <p><u>Professor 9:</u> The scale of assessment is the same, the assessment components differ. Group work activities provide opportunity to check a larger number of students in more or less short period of time, as well as I can observe whether the team work helped the students or it was mainly carried out by one/two students and the progress could be notices only among some of them.</p> <p><u>Professor 10:</u> Same for written exam. But class participation is tougher to evaluate, since u can do more discussions in smaller groups the weight of the participation mark was 15% in comparison on 10 for a large group.</p>
<p>9. What are some ways you have successfully engaged your students in a large group setting?</p>	<p><u>Professor 1:</u> Find variety for the case studies and presentation topics.</p> <p><u>Professor 2:</u> Keep them engaged by giving them examples. Make it real, with local companies, easier to express when they have fully understood.</p> <p><u>Professor 3:</u> They work in smaller groups, and then report.</p> <p><u>Professor 4:</u> Dividing the class by different points of view, and having a spokesperson to speak. They work in smaller groups, and then report. To avoid the tendency that they can all “wing-it”, inform a certain group to prepare more for the reading, so that they are accountable, more responsible for the designated reading, since it is always the same ones talking, to get participation from all. This way, they are more self-conscience to prepare, higher comfort in a bigger group.</p> <p><u>Professor 5:</u> They work in smaller groups. Giving works that require their input.</p>

	<p><u>Professor 6:</u> Story telling, dialoging, build up their self confidence, put everyone in the success circle walk through the class, individual questioning, people are very visual, the key is making people understand by visuals, WALK around more, ask and others participate in, use more visuals, story telling to start dialogues too, use humour, you want people to interact and participate even with their silence.</p> <p><u>Professor 7:</u> Taking on the responsibility for the others and being motivated as a group member or as a team leader.</p> <p><u>Professor 8:</u> Team work, and quiz at the end.</p> <p><u>Professor 9:</u> Becoming a motivated and active team leader or a team member, sharing the responsibly and acquiring communicative skills.</p> <p><u>Professor 10:</u> HW tasks to work outside the class and present to the class. Work on projects, not just readings.</p>
<p>10. Have you ever taught students whose language of instruction is a foreign language to them?</p>	<p><u>Professor 1:</u> Yes</p> <p><u>Professor 2:</u> Yes</p> <p><u>Professor 3:</u> Yes</p> <p><u>Professor 4:</u> Yes</p> <p><u>Professor 5:</u> Yes</p> <p><u>Professor 6:</u> Yes</p> <p><u>Professor 7:</u> Always!</p> <p><u>Professor 8:</u> Yes</p> <p><u>Professor 9:</u> Yes</p> <p><u>Professor 10:</u> Yes</p>
<p>11. If yes, what type of difficulties have you encountered teaching in an English-medium university, where English is a foreign language.</p>	<p><u>Professor 1:</u> Since I am a native speaker, I speak fast, and don't even realize that I might use cultural expressions, and then explain, might drift away. Constant challenge that: I said it!!!! Do a lot of empathy games: confirm, ask.</p> <p><u>Professor 2:</u> I ask if the complex terms, words are comp, if not would explain right away. their accent is still clear, paid particular attention to their understanding of the expressions, speak slower, find alternatives if the reading is too difficult to understand, tend to give more credit even if the idea is delivered in simple</p>

	<p>terms.</p> <p><u>Professor 3:</u> One must speak more clearly and slowly. One must also be willing to take time to clarify conceptual materials that a native speaker may not have difficulty with.</p> <p><u>Professor 4:</u> Classroom management as to keep them focused, to settle down, the chatter in the background, NEED to arrange that, too much distraction. I use the Moodle, which is an extra level of communication that students can rely on, in responding to their questions and needs.</p> <p><u>Professor 5:</u> Many students come from high school with VERY little expertise!!! They have learned by heart everything! And have no opinion, they have NEVER reflected, so they DO not know HOW to reflect. No general knowledge and mediocre mastery of the language</p> <p><u>Professor 6:</u> When the dialogue is not complete, can do it in their native language When they are not able to translate into their native language - understanding issues</p> <p><u>Professor 7:</u> The main difficulty is connected with the problem of internal group atmosphere to be conducted and maintained in the given FL (English / Spanish). Beyond the academic content there should be a comfortable and stable intercourse in FL, which is not always maintained by students themselves, as they tend to settle down, discuss and find solutions to the problems of cooperative learning in their mother tongue.</p> <p><u>Professor 8:</u> Understanding of students, communication</p> <p><u>Professor 9:</u> The main difficulty is conducting and maintaining the class atmosphere in the given foreign language. During the lesson our students tend to discuss various topics in the frameworks of group activities in their mother tongue as they are usually limited in their vocabulary, fluency they sometimes feel confused and ashamed of making mistakes in front of their peers.</p> <p><u>Instructor 10:</u> Writing was their weakest and most difficult. in general, language proficiency problems.</p>
<p>12. Is the way you assess students in English-medium institutions different? How so?</p>	<p><u>Professor 1:</u> Need to confirm that nothing was lost in the mechanism and the choice of material is VERY important. For exams on Entrepreneurship and for Case studies, I try to stick on international knowledge, therefore some foreign concepts are present (ex: baseball!!) and there are some cultural or corporate gap that need to be explained.</p> <p><u>Professor 2:</u> Always expecting full answers and not partial answers from students. Plus, I focus on content, very seldom on language, only when there are understanding issues.</p> <p><u>Professor 3:</u></p>

	<p>I have only taught in English-medium universities.</p> <p><u>Professor 4:</u> I give separate points in the rubric for the level of proficiency and organization. And I make sure that the questioning is more precise to guide them as much as possible, which helps.</p> <p><u>Professor 5:</u> Tests are done with rigid criteria. No difference.</p> <p><u>Professor 6:</u> Assessing always altered and adjustment towards the group anywhere in the world!!!!</p> <p><u>Professor 7:</u> I prefer assessment during contact hours and the evaluation of both gradual, progressive and formative characters. Thus, the assessment or appraisal during the contact hours does count, and my students know that. Actually, they are getting used to showing up and developing activities on the Internet as well, as they know that I do pay attention to such kinds of activities in English and Spanish.</p> <p><u>Professor 8:</u> No change, assessment very rigid, avoid excellent marks, the highest one is what they deserve. I am very objective in my marking.</p> <p><u>Professor 9:</u> Sure. I prefer assessing my students every day, they are getting used to this type daily monitoring, become more responsible in their studies. Extra material covered and presented either written/orally or even via Internet is taken into account and highly appreciated.</p> <p><u>Professor 10:</u> I made sure that the questions in the exam were exactly the same language used in class, otherwise I had to sit down with them and go through the language to make sure that they completely understand. Or, try to reason with their answer. Always gave credit to the student, in order to comprehend. Also, the language errors that did not affect context, I would not remove points. Since I was not teaching them language, I made sure to evaluate just the topic and not mix it with language.</p>
<p>13. Do you use the Moodle (or another e-learning software platform) when teaching? If so, in which ways? How often? (each class, or seldom..). In or out of class purposes? (or both) And if not, why not?</p>	<p><u>Professor 1:</u> No, I did not get used to it.</p> <p><u>Professor 2:</u> No, I did not get used to it.</p> <p><u>Professor 3:</u> I do use Moodle and have used Blackboard in the past. I have included reading materials on-line or with links to access them. I have received exams or papers on-line. I also have used Blackboard to post exam scores and final grade scores.</p> <p><u>Professor 4:</u> I use Moodle for the syllabus, readings, other assignments, to receive and comment on students' papers and homework, provide supplementary materials, post interesting developments in the field, explain grades, rubrics, and sample answers, etc. I often make posts after class with key points, or items students have asked</p>

me to share from class, links to interesting new resources.

Professor 5:

No, although it can be very useful. Simply the university I work at does not have it and not being an expert in the field, I did not try creating it on my own.

Professor 6:

I use Moodle for a couple of courses, but not for all, it depends on whether it meets the needs adequately...it's useful for turning-in assignments, schedules, announcing changes, assigning groups. It depends on the course design.

Professor 7:

Though quite useful, but the web sources, educational platforms and social networking is not always popular with my students and mainly because of the lack of computers and appropriate gadgets at home, poor computer skills. With my students Facebook has always been the most effective web space to detail, give additional information, post comments, ask questions, discuss some technical problems or provide additional illustrative information on the topics we cover in the course. The popularity increases at my University as the access to Internet and computers has increased considerably.

Professor 8:

No has not been available. Just emails

Professor 9:

It is definitely useful, but unfortunately our students have rather poor computer skills, perhaps it can be explained by the lack of computers as our students are mainly coming from the different regions of Armenia. Facebook and E-mail communication is quite popular for asking questions, providing additional information and sources. If the time was not enough during the class or some of the students were absent we sometimes organize a Skype conference .

Professor 10:

I only used what was available at the time: emails.

Appendix 2

Interview with students who have been taught in Large Classes and/or in English-medium universities.

Table 4: Students' interview questions and answers

Interview Questions	Interviewee's Answer
1. What is the largest class you have been in during your undergraduate year?	<p><u>Student 1:</u> 30</p> <p><u>Student 2:</u> 50</p> <p><u>Student 3:</u> 40 +</p> <p><u>Student 4:</u> 45 +</p> <p><u>Student 5:</u> 40 +</p> <p><u>Student 6:</u> 80-100</p> <p><u>Student 7:</u> 100+</p> <p><u>Student 8:</u> 100+</p> <p><u>Student 9:</u> 100+</p> <p><u>Student 10:</u> 100+</p> <p><u>Student 11:</u> 80 +</p> <p><u>Student 12:</u> 60+</p> <p><u>Student 13:</u> 100+</p> <p><u>Student 14:</u> 100+</p>
2. What subject were you taught?	<p><u>Student 1:</u> French civilisation</p> <p><u>Student 2:</u> Psychology, Armenian History</p> <p><u>Student 3:</u> History, Psychology</p> <p><u>Student 4:</u> Psychology, Pedagogy</p> <p><u>Student 5:</u> Psychology, Anatomy</p> <p><u>Student 6:</u> Introduction to Germanic languages, methodology, theoretical phonetics, history of Britain, lexicology</p>

	<p><u>Student 7:</u> Introduction to Germanic languages, methodology, theoretical phonetics, history of Britain.</p> <p><u>Student 8:</u> Methodology, theoretical phonetics, history of Britain, lexicology</p> <p><u>Student 9:</u> Introduction to Germanic languages, methodology, history of Britain, Lexicology</p> <p><u>Student 10:</u> Introduction to Germanic languages, methodology, theoretical phonetics, History of Britain, Lexicology</p> <p><u>Student 11:</u> History, Philosophy</p> <p><u>Student 12:</u> History, Philosophy</p> <p><u>Student 13:</u> English Literature, Psychology</p> <p><u>Student 14:</u> English Literature, Psychology</p>
<p>3. Was the learning environment been appropriate for the number of students? E.g. classroom size and room arrangement.</p>	<p><u>Student 1:</u> No, some missing chairs, classroom size</p> <p><u>Student 2:</u> Yes</p> <p><u>Student 3:</u> No, sitting bunch up. Benches for 2, we would sit by 3-4</p> <p><u>Student 4:</u> No, sitting bunch up. Benches for 2, we would sit by 3-4</p> <p><u>Student 5:</u> No, sitting bunch up. Benches for 2, we would sit by 3-4</p> <p><u>Student 6:</u> Not big enough, not enough chairs and tables, not enough air, not easy to see and hear the professor</p> <p><u>Student 7:</u> Not big enough, not enough chairs and tables, not enough air, not easy to see and hear the professor</p> <p><u>Student 8:</u> Not big enough, not enough chairs and tables, not enough air, not easy to see and hear the professor</p> <p><u>Student 9:</u> Not big enough, not enough chairs and tables, not enough air, not easy to see and hear the professor</p> <p><u>Student 10:</u> Not big enough, not enough chairs and tables, not enough air, not easy to see and hear the professor</p> <p><u>Student 11:</u> Some classes were small and for benches for 2, we would sit by 4</p> <p><u>Student 12:</u> Not big enough.</p>

	<p><u>Student 13:</u> ok</p> <p><u>Student 14:</u> <u>ok</u></p>
<p>4. What was the mode of teaching delivery in your large class?</p>	<p><u>Student 1:</u> Different activities for different groups: mini group formation</p> <p><u>Student 2:</u> Lecture type, ask questions randomly, discussion</p> <p><u>Student 3:</u> Not much control, the students were too talkative</p> <p><u>Student 4:</u> Lecture type classes</p> <p><u>Student 5:</u> Lecture, questioning, readings at home and different questioning individually to assess, this way all participated</p> <p><u>Student 6:</u> Only the ones in the front participated, lecture, seminars, discussions</p> <p><u>Student 7:</u> Only the ones in the front participated, lecture, seminars, discussions</p> <p><u>Student 8:</u> Seminars, discussion</p> <p><u>Student 9:</u> Seminars, discussion</p> <p><u>Student 10:</u> Seminars, discussion</p> <p><u>Student 11:</u> Mainly All lectures, some questions</p> <p><u>Student 12:</u> Lecture type, ask questions randomly, discussion</p> <p><u>Student 13:</u> Lectures and some discussions</p> <p><u>Student 14:</u> Lectures and some discussions</p>
<p>5. Does class size matter for your learning experience? Why?</p>	<p><u>Student 1:</u> Yes because with more students I cannot follow, and it bothers me. With smaller classes I feel at ease to ask my questions.</p> <p><u>Student 2:</u> Too much chatting in large classes, I somehow learn less, since I participate less.</p> <p><u>Student 3:</u> Yes big difference, I am more confused</p> <p><u>Student 4:</u> I cannot ask all my questions in large classes</p> <p><u>Student 5:</u> Yes, because too much chatty, less focus.</p> <p><u>Student 6:</u> Yes, less concentration, no individual touch</p>

	<p><u>Student 7:</u> Yes, I could not focus. Plus, there was too much noise sometimes.</p> <p><u>Student 8:</u> Yes, sometimes the professor would not be able manage the noise. And less chance to listen to each other and to express ourselves.</p> <p><u>Student 9:</u> Yes, I could not focus. Plus, there was too much noise sometimes.</p> <p><u>Student 10:</u> Yes, the noise level was unmanageable. And less chance to listen to each other and to express ourselves.</p> <p><u>Student 11:</u> Yes it matters, because the experience that I had in large classes wasn't effective</p> <p><u>Student 12:</u> Too much chatting in large classes, I somehow learn less, since I participate less.</p> <p><u>Student 13:</u> Yes, because in large classes there is too much chatter. Plus, the teacher was in front of a podium and would not bother with discipline issues.</p> <p><u>Student 14:</u> Yes, it is tough to constantly follow lectures, too much noise, exam time were the best since no noise.</p>
<p>6. What types of activities or strategies would you have preferred in large classes?</p>	<p><u>Student 1:</u> Being more engaged by questioning</p> <p><u>Student 2:</u> Less lectures, more discussions</p> <p><u>Student 3:</u> More organized. A professor who would control the background noise, mini group activities</p> <p><u>Student 4:</u> Provide and explain the syllabus, visit schools, observe the schools, and analyse the child's psychology</p> <p><u>Student 5:</u> Cutting down the lecture in themes Asking random questions to make sure we are following.</p> <p><u>Student 6:</u> Questions in between lectures to do individually or in groups</p> <p><u>Student 7:</u> Give the topic and the readings beforehand so the students would get ready. Use more power point presentations, visuals, group work. Ask questions to engage, give hand-outs at the beginning of class not at the end. Peer share lessons.</p> <p><u>Student 8:</u> To give vivid and real life examples.</p> <p><u>Student 9:</u> Give questions to engage, give hand-outs at the beginning of class not at the end, peer share lessons.</p> <p><u>Student 10:</u></p>

	<p>Give questions to engage, give hand-outs at the beginning of class not at the end.</p> <p><u>Student 11:</u> Group work, discussions, debates, case studies.</p> <p><u>Student 12:</u> Less lectures, more discussions.</p> <p><u>Student 13:</u> It would have been better if there would be group works.</p> <p><u>Student 14:</u> Lectures could have been better with power point slides and visuals</p>
<p>7. What topics did you learn in your foreign language?</p>	<p><u>Student 1:</u> Grammar, Reading, Lexicology</p> <p><u>Student 2:</u> Grammar, Reading, Lexicology</p> <p><u>Student 3:</u> Grammar, Reading, Linguistic</p> <p><u>Student 4:</u> Phonetics, Lexicology, Grammar</p> <p><u>Student 5:</u> Phonetics, Lexicology, Grammar</p> <p><u>Student 6:</u> Grammar, Reading, Lexicology</p> <p><u>Student 7:</u> Lexicology, History of Britain, Methodology, Introduction to Germanic languages</p> <p><u>Student 8:</u> Lexicology, History of Britain, Methodology, Introduction to Germanic Languages</p> <p><u>Student 9:</u> Lexicology, History of Britain, Methodology, Introduction to Germanic Languages</p> <p><u>Student 10:</u> Lexicology, History of Britain, Methodology, Introduction to Germanic Languages</p> <p><u>Student 11:</u> Methodology, History</p> <p><u>Student 12:</u> Methodology, History</p> <p><u>Student 13:</u> English Literature</p> <p><u>Student 14:</u> English literature</p>
<p>8. What types of difficulties did you have learning in your foreign language?</p>	<p><u>Student 1:</u> The ability to speak correctly, to express my ideas</p> <p><u>Student 2:</u> Communication and comprehension problems</p> <p><u>Student 3:</u> Stressful moments to talk, wanting to sound fluent and it was difficult</p> <p><u>Student 4:</u></p>

	<p>Communication and comprehension problems</p> <p><u>Student 5:</u> Comprehension problems, translation problems, communicating fluently in French, expressions in French</p> <p><u>Student 6:</u> Expressing ideas, therefore I would learn it by heart</p> <p><u>Student 7:</u> Understood well the native speaker but could not understand the aim and some of the content</p> <p><u>Student 8:</u> Grasping the full purpose was a problem and some the terminology</p> <p><u>Student 9:</u> Very often I could not understand the aim and some of the content</p> <p><u>Student 10:</u> It was difficult for me to fully understand the terminology of the content.</p> <p><u>Student 11:</u> Professor's speech: I had problems with understanding it and the pace sometimes was too fast</p> <p><u>Student 12:</u> Mainly communication and comprehension problems</p> <p><u>Student 13:</u> Couldn't manage to take notes, my work doubles since I had to go over everything more. Plus, if the front row was taken I had to sit far behind, which made it even harder to follow.</p> <p><u>Student 14:</u> No communication, and comprehension problems</p>
<p>9. What types of efforts did you have to make in order to catch up the gap?</p>	<p><u>Student 1:</u> I used to watch movies in French, tried speaking in French with my classmates, even outside of the classroom</p> <p><u>Student 2:</u> I always asked help from teachers, I was attentive during class, and would make an extra effort to learn difficult words</p> <p><u>Student 3:</u> I asked teacher after class, work more at home, read a lot</p> <p><u>Student 4:</u> I read more in French. Spoke more to oneself</p> <p><u>Student 5:</u> Asked teacher after class, work more at home, read a lot</p> <p><u>Student 6:</u> Slept much less to work harder, many sacrifices to have more time to learn more, asking others who know the language</p> <p><u>Student 7:</u> I read more sources, different varieties of readings</p> <p><u>Student 8:</u> I was very attentive in class, more than usual</p> <p><u>Student 9:</u> When the professor is lecturing, or I am reading a difficult text, I try to image it in my mind and connect the meanings in order to understand.</p>

Student 10:

Asked the professor to repeat, or even to speak slower

Student 11:

I had to overcome my shyness in order to ask when I couldn't understand and even if you I made many mistakes, I would go through great efforts to still continue. At the end, I learned from my mistakes.

Student 12:

I watched more movies in English, for communication purposes and asked for clarification.

Student 13:

Come to class before it started so I can sit in the front.

Student 14:

Appendix 3

Chart 1: Observation Grid 1

<u>Observation Grid</u>			
<u>Capstone</u>			
Date: April 22	Time 2:20-3:40	Place: University in Yerevan	Observer: T. Kabassakalian
Subject Stylistic Grammar		Topic Grammar	
Class 1 Large Classroom	Students no. 57	Age 20-25	Teacher Prof. Xyz
Resources used in class:			
PC/multimedia ____			
Textbook ____			
Handouts <u> X </u>			
Visual aids <u> X </u>			
Other			
Procedures			
Lesson characteristics : (observed + comments)			
<u>Aims of the lesson are clear:</u> Yes			
<u>The lesson is appropriately structured:</u> Yes			
<u>Objectives are shared with the class:</u> Yes			
<u>Links to previous learning:</u> Yes			
<u>Tasks and activities</u>			
<u>Instructions (of work, organization)</u>			
- Activities of the students: discussion			
- Group work: handouts			
- Individual work: ---			
<u>Teacher's types of questions:</u>			
To attract attention			
<u>Students' questions (frequency/complexity) --</u>			
Only for clarification			

<u>Teaching Methods/Approaches</u> : through questioning
Pedagogy
<u>Teaching situations</u> : - Types of situations: questions, research-guided, problem-solving... Types of tasks: project work Types of activities: Types of groups:
<u>Management of teaching-learning processes</u> : - Feedback: yes, when students gives answers - Monitoring of learning: yes, while students work in group
Interactions
Student/student: peer sharing present Teacher talking time vs Student talking time ratio: Teacher 60% - Student 40%
Teaching style :
Appropriate to large class: Yes, because the there are a variety of tasks and questioning that makes all of them involved
Further notes
<u>Class management for large class</u> : Great exchange between students and Teacher

Chart 2: Observation Grid 2

<u>Observation Grid</u> <u>Capstone</u>			
Date: April 25	Time: 12:50-2:10	Place: A university in Yerevan	Observer: T. Kabassakalian
Subject: Introduction to Linguistics		Topic of this class: Methodology of linguistics	
Class 1 (large classroom)	No. Students: 86	Age: 20-25	Teacher: Professor Abc
Resources used in class: PC/multimedia ____ Textbook ____ Handouts <u> X </u> Visual aids <u> X </u> Other: comp with projector. But the projected image is small. Therefore some come forward from their own will			
Procedures			
Lesson characteristics : (observed + comments) Aims of the lesson are clear: yes The lesson is appropriately structured: yes, starts with questioning and students reply by raising hand. T writes on board the answers, by numbering the answers. Clear Objectives are shared with the class: yes. Links to previous learning: yes: you have already covered... What is language family? and wrote the key points on board to make sure that every student can follow.			
<u>Tasks and activities</u>			
<u>Instructions (of work, organization)</u>			
Delivery: 1:15 – lecture based with Power Point presentation: slide 1 - approaches: form, meaning, function and asks questions about it. Do comparisons with the group of flamenco picture and the class students. Reaches out to them. Slides have only few words, with bullet points. Makes relations, defines... Explains about the scholars who came up with language sign and use Gives examples and asks them as well No one is taking notes now. He mentioned that the notes will be given, but after Grabs attention by pictures and questions. Mainly All are following 1:40- tells them to write the translations because that will not be provided. They all do. Asks if someone has something to add or contradict. Ends when bell rings and distribute handouts (lecture notes and the ppoint available on FB) to group represents (6 in this large class) Space is appropriate. Sitting 2 by 2 on benches - Activities of the students: some slides have tasks (2:04) example to analyse language - Group work - Individual work			

Teacher's types of questions:

Clear Y/N questions

Clarification questions

Why questions on top of their answers

Also: why is language important. What is the difference between family language and language group? Can you give me an example of methodology

Students' questions (frequency/complexity)

If they need something to be repeated

Teaching Methods/Approaches

Very approachable, leads them towards the answer by giving them clues

Also, links their knowledge to the uses

Pedagogy

Teaching modes:

Types of situations: questions, some light problem-solving.

Types of tasks: some note taking, answering to questions

Types of activities : none

Types of groups: none

Management of teaching-learning processes:

- feedback: yes when good answers. On the spot

Monitoring of learning: re-asking the same thing, to make sure they understand

Interactions

Teacher/student(s):

walks around pretty much to reach the ones sitting in the back
asks randomly someone a student to summarize a specific slide

Student/class :

Student/student:

Teacher talking time vs Student talking time ratio: T talks about 75%

Teaching style:

Appropriate to large class: yes, because grabbing attention by questioning and interrupting. His voice carries out real well.

Further notes

Class management for large class: phone rings: you know my policy, somewhat chatter at times but does not deal. BUT when notices (1:20) when one is not listening takes the student and bring her in the front and asks: why are you studying here? And the chatter STOPS! She is in front of the class and is on the spot. He is NOT disciplining her... just changed the course of the class and shows her what she needs for her future, the deeper motivation reasons. Introduces ESP. Language as a system. Can we speak and analyze like a native speaker. A few minutes later she goes back to her seat and the professor tells her to concentrate more.

Chart 3: Observation Grid 3

<u>Observation Grid</u> <u>Capstone</u>			
Date: April 30	Time 2:20-3:40	Place: A university in Yerevan	Observer: T. Kabassakalian
Subject Communicative Teaching		Topic Linguistics and Grammar (Presentations)	
Class 1 Large Classroom	Students no. 57	Age 20-25	Teacher Prof. Abcd
Resources used in class: PC/multimedia ____ Textbook ____ Handouts ____ Visual aids <u>X</u> Other			
Procedures			
Lesson characteristics : (observed + comments)			
<u>Aims of the lesson are clear:</u> Yes			
<u>The lesson is appropriately structured:</u> Yes, some dialogue at the beginning. But mainly presentations by students			
<u>Objectives are shared with the class:</u> Yes			
<u>Links to previous learning:</u> Yes			
Tasks and activities			
<u>Instructions (of work, organization)</u>			
- Activities of the students: Group Presentation. Groups of 5-7. Some use slides, some only their notes. Very obvious that it is not a group effort. Every single student did his/her own research and line up with the group to present when turn comes up.			
- Group work: ---			
- Individual work: ---			
Teacher's types of questions:			
Asks questions to students while they are presenting			
<u>Students' questions (frequency/complexity) --</u>			

<u>Teaching Methods/Approaches</u> : through questioning
Pedagogy
<u>Teaching situations</u> : Not so much. Presentations
<u>Management of teaching-learning processes</u> : - feedback: YES, while they are presenting. Feedback on content, pronunciation grammar and presentation skills - regulations: tries to regulate the presentation style - negotiations: When the professor heard enough for the presented material, he stops them.
Interactions
Teacher/student(s): Student/class: Student/student: Teacher talking time vs Student talking time ratio: Presentation class, therefore, the students up to 85%
Teaching style:
Appropriate to large class: not really... TOO chatty during presentations. NO one is listening. Therefore the professor suggested to leave on the presentation is done.
Further notes
<u>Class management for large class</u> : too chatty!!! So chatty that the class cannot hear the presentations. Even though the professor tries to quite them down by tapping on the desk, NOTHING changes! <u>Interrupts</u> the students and asks questions. Puts them on the spot!!! And explains FULLY when the students cannot <u>Prof</u> mentioned twice that they should not read and simply present. Some are not able to. Some have learned by heart without understanding. <u>3:15</u> : finally the chatter has settled down since they are fewer students in the class. Very obvious that he cuts them off, whole speaking since they have not finished what they need to say!!!! Plus they all are going over their notes...

Appendix 4

The following checklist is adapted from two experienced professors (Carbone, 1998 & Heppner, 2007).

Table 5: Checklist for the day before class and right before class

The Day Before Class:

Check out the auditorium or the class, for general purposes (lights, desks...)	
Verify the projector, microphone and other devices that will be used	
Walk through the aisles in class and test vision from the back	
Go over lecture notes	
Go over syllabus	
Make sure all handouts are ready	
May have a seating chart	
May ask for name tags	

Right Before Class:

Enough handouts for all the students, and some extras	
Lecture notes	
Supplies for White or Black board	
Connect and try out any technological device that will be used	