Teaching in Large Classes: An Evaluative Case Study on a Speech Communication Course

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DEDICATION

This work is dedicated to
my parents

Camilo and Estrella ♡ *Manuel and Paz*

for their hard work, unwavering support and
unflinching faith that with education,
their children can achieve life-long success and fulfillment.

This work is also dedicated
to all educators who spend the best years of their lives
developing, shaping and honing the minds and hearts of their learners
to build with their own hands and with each other,
a world of humane societies founded on a strong spiritual core and
where it is revealed life's true meaning and
our reason of having been born in God's image.

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Abstract

The case study evaluated the changes brought about by the implementation of the large lecture-small recitation class mode in the delivery of an introductory speech communication course in terms of 1) syllabus; 2) teaching strategies; 3) teacher-student interaction; 4) the effectiveness of current teaching strategies in achieving said course objectives and; 5) teacher concerns regarding the mode. Six Speech Communication 1 (SPCM 1) large lecture class teachers of the University of the Philippines Los Baños (UPLB) and 716 students were surveyed and/or interviewed during the 2nd Semester 2014-2015. Results showed that the syllabus content remained unchanged. Large class teachers cited dissatisfaction with the synchronized, time-bound schedule and large student number that constricted use of different teaching strategies and minimized teacher-student interaction. They used a wide variety of group dynamics and interactive teaching strategies in the generally expository nature of their lecture classes. Students' perceptions of their lecture teachers as influential and friendly leaders were found higher compared to their teachers self. Student responses towards the large class mode were generally positive with only few students calling for policy recall. Nonetheless, the SPCM 1 teachers remained concerned about the effectiveness of the large class mode in achieving the course objectives. The study concluded that the SPCM 1 large class mode has been received positively by the students and has worked because of the concerned teachers' personal efforts despite persistent beliefs that small classes are the best approach to delivering a communication course. The study recommended significant institutional measures, incentives and continuous professional faculty and staff development and mentoring programs on large class teaching and other educational changes.

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Introduction

Education is in a dynamic environment of change brought about by global challenges in the 21st century, including (1) increasing competitiveness; (2) decreasing government support and/or increasing audit or control measures, (3) rapid changes in communication and information technology, and (4) socio-economic and political challenges such as the unceasing population growth and their accompanying demands (UNESCO, 2009). It has been proven that there is a clear link between higher education, health, empowerment and economic development (OECD INDICATORS, 2008). Higher education is seen by those in developing countries as indicative of its economic and social development (Hornsby et al, 2013). Early on, UNESCO (2006) cited that when quality education is provided, the essential skills, aptitude and people's attitude towards positive personal and societal growth are enhanced.

Between 2000 and 2012, global enrolment in tertiary education rose from 97 million to 196 million. At the same time, a rapidly changing labor market is requiring many workers to re-skill or up-skill. In the Philippines, the same trend has been observed in higher education enrolment which rose from approximately 2.4 million students enrolled in AY 2003-2004 to 3.8 million students in AY 2014-2015 (Commission on Higher Education Statistics, 2015). Such realities have societies relying on higher learning institutions to address the demands of lifelong learning and contribute to sustainable development (UNESCO, 2015). These figures indicate the scale needed to meet the demand for education and ensure that all school-age children are enrolled, as stipulated in Education For All (EFA) agenda, Education 2030, and the Millennium Development Goals (MDGs) (United Nations Inter-Agency and Expert Group on MDG Indicators, 2015). With these scenarios, academic institutions are looking for more effective and

collaborative teaching strategies and innovations that would maintain what decision-makers envision to be a sustainable and balanced state between the cost and quality of education (Scott, 2003). Evidently, more large class schemes are seen as the most viable educational solutions in meeting increasing student populations (Altbach, Reisberg, & Rumbley, 2009).

In a 2011 human development report, the United Nations Development Programme (UNDP) noted that it is very likely that large class teaching would be the norm in the future rather than the exception at all levels of education considering rapid population growth. This is especially true in many developing countries where good quality education is valued highly and deemed very necessary (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007; Benbow, 2007). The majority of developing countries in Asia have made large classes a significant teaching format at the elementary, secondary, and increasingly at the tertiary levels, particularly in the public education sector (Sadiman, 2004; Yaakub, 2013; Ragaza, 2011). The Philippines, which is one of these developing countries, has warranted more large classes across grades and courses in schools and universities.

There are many advantages and disadvantages that large classes might bring in many aspects of learning. As an advantage, large classes are considered an economic viable scheme in an economically-challenged world which aims to provide good quality and affordable education to more number of children despite fund restrictions. Class size studies yielded findings of excellent learning outcomes in Japan and Korea in large math and science classes (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007; Heppner, 2007; Toth, 2002).

On the other hand, studies have also cited the difficulties and constraints in large classes in aspects such as classroom management, teacher-student relationships and level of learning, knowledge transfer, and development of critical thinking skills or higher order of cognitive

skills (Altbach, Reisber, and Rumbley, 2009; Todd, 2006; Jimakorn & Singhasiri, 2006; Monks, 2010). Empirical evidence from research suggest eight deleterious outcomes associated with large-sized classes, namely the (1) increased faculty reliance on the lecture method of instruction, (2) less active student involvement in the learning process, (3) reduced frequency of instructor interaction with and feedback to students, (4) reduced depth of student thinking inside the classroom, (5) reduced breadth and depth of course objectives, course assignments, and course-related learning strategies used by students outside the classroom, (6) lower levels of academic achievement (learning) and academic performance (grades), (7) reduced overall course satisfaction with the learning experience, and (8) lower student ratings (evaluations) of course instruction (Cuseo, 2007).

These pros and cons were considered and expressed by the constituents of the University of the Philippines Los Banos (UPLB) in the implementation of the large class policy throughout the campus. The full scale implementation of the large class policy on General Education (GE) courses in the first semester AY 2010-2011 brought many issues. Improper consultation and inadequate communication of implementing guidelines and mechanics, technical violation against University-mandated class size, lack of time to review the results of pilot large classes were some of the reasons of 23 faculty members of the Department of Humanities who sought the revocation of the policy (No to Large Classes in UPLB, 2010). Students described the large class policy as a cost-cutting measure that is anti-faculty and anti-students (Cinco, Colting-Pulumbarit, 2010). As to the administrators, they saw the large class policy as an opportunity to provide quality education to more deserving youth in view of higher enrollment figures and to solve the problem of bottleneck courses (UPLB Management Committee, 2010, pa. 1).

As cited in its report justifying the large class policy, the UPLB Management Committee recounted that large classes on exact sciences such as Math, Statistics, and Economics courses from 2007-2010 proved that: 1) class size did not significantly affect student performance; and 2) the Student Evaluation of Teacher (SET) scores of the faculty did not have any significant difference with their previous SET scores (UPLB Management Committee, 2010, pa. 1; Sanidad, 2011).

Despite position papers, walk-outs, protests of students, and faculty resignations seeking its recall, the large class policy was implemented across departments and courses in UPLB. Speech Communication 1 was one of the first foundation courses that experienced the change. While the transition from small to large mode happened smoothly particularly in exact sciences like Math, Statistics and Economics, the change for the social sciences continues to face skepticism on the effectiveness of teaching them in a large class environment. There has been limited analysis on the changing teaching strategies employed in large liberal arts classes and their effect on teaching and student performance, especially in a course like Speech Communication which is traditionally expected to be delivered in a highly interactive or communicative manner (Recillo, 2010; Sanidad, 2011).

With the bases of implementing large class on social sciences and humanities given, it is necessary and timely to evaluate the effect of large class policy in teaching and learning in the liberal arts courses. Studies that delve beyond class sizes and more into large class teaching, its evolution, and its bearing on student achievement continue to be timely and practical to achieve identified learning outcomes, and prevent or manage the large class problems and challenges that have been repeatedly identified and studied (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007; Heppner, 2007; Toth, 2002).

Accordingly, this research takes particular interest in the large class teaching mode in tertiary education particularly undergraduate general elective courses that were traditionally taught in traditionally small class sizes of 20-30 students and converted into large classes of 120-160 students. Specifically, this study investigated the case of teaching large Speech Communication classes in the University of the Philippines Los Baños (UPLB) under its Large Class Policy (LCP).

Statement of the Problem

This study evaluated the teaching strategies and practices employed by college faculty members in adapting to a University-prescribed *large lecture – small recitation class* teaching format to deliver an introductory Speech Communication course. It sought to answer the following questions:

1. What changes have been brought by the large lecture class format in teaching the Speech Communication 1 course in the following aspects?
    a. the syllabus
    b. teaching strategies
    c. teacher-student interaction
2. How effective are the current teaching strategies in achieving the course objectives?
3. What concerns do the large lecture class teachers (implementers) have regarding the large class mode?

Significance of the Study

In general, policymakers in public and private tertiary education institutions and educators stand to benefit from the conduct of this study. In particular, this study would provide essential data to the UP Los Baños management and policy-makers to strategically decide a) the best

practices in initiating and evaluating institutional and curriculum changes for optimum target teaching and learning achievements; b) complementary logistical and technological innovations, and c) essential professional development initiatives or interventions to address faculty concerns toward change (UNESCO, 2015). For tertiary education institutions, findings of this study may be used as a reference on the initiated educational reviews and academic changes taking place in tertiary institutions among ASEAN countries in order to produce a highly competent, competitive, and skilled workforce for national and international growth (Committee, 2003; Henard, 2008; Yan Zhang, 2013; Pascual, 2012). The study findings can also be considered as a discerning perspective into an actual educational change affecting the curriculum, the course design, the teaching method, delivery and achievement of both class performance and learning. Its recommendations on developing learner-centered interactive learning spaces, establishing better teacher-student interactions, and institutional support could very well bear fruit in the form of more competitive, skilled knowledgeable and prepared graduates who would eventually meet the requirements and fit in the workplace industry.

For the educators, this study will provide insights into the teaching strategies and methods towards more interactive lectures, better teacher-student interaction, and relationships in large learning spaces and to improve or revise those that do not work. The study can provide faculty appreciation and direction to the judicious assessment of student academic performance and achievement in liberal art courses.

Scope and Limitation of the Study

This study assessed the large class teaching strategies and innovations employed in a general elective Speech Communication class at a tertiary level. It looked into the changes the

subject underwent from being taught in small classes to the current large lecture - small recitation class teaching format.

Under the large class policy, the introductory speech communication course or Speech Communication 1 (SPCM 1) in UPLB is taught in a combined large lecture-small recitation class format. While tracing the changes brought by the large class policy (Sanidad, 2012), this study covered only SPCM 1 large lecture classes where the pedagogical changes had been significant. It relied on purely the teachers' perspective of their experiences and observations on the student-teacher interaction in the then small classes. This study also attempted to gauge the concerns of large lecture class faculty members as they adapt their teaching strategies from small classes to the large lecture class mode. It only looked at the teaching strategies observed in these lecture classes contributing to the achievement of the course objectives.

The study delved into the large lecture class component only which make up the significant change of course delivery under UPLB's large class policy and which met a lot of opposition from both faculty and students at its start in 2010. The study did not examine the small recitation classes in this large lecture-small recitation (LL-SR) class format. This study included discussions of small classes only to establish contrast as comparison with the large class policy.

It is also worth noting that the population of this study may be too small to represent all the diverse general education courses in the humanities or liberal arts. Nonetheless, study findings can be useful to other liberal arts or general education courses that are taught in the large class format with or without small laboratory or recitation classes and that are qualitative, interactive or performance-based in nature. The data of this research is limited to the examination of the course syllabus, and answers to questionnaires; interviews and surveys of

large lecture class faculty respondents and students; as well as observations of actual Speech Communication 1 large class sessions.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter presents the context of this research by reviewing relevant literature. The literature, applicable theories, and readings on defined variables and other terms described here form the conceptual framework to illustrate the interplay of the identified key elements used in this study.

This section looks into the large class policy (LCP) of the University of the Philippines Los Baños and the changes it brought in teaching content and approach on the basic speech communication course under the University's Revitalized General Education Program (RGEP). It looks into the concepts of large class, the teacher-student interaction in a large lecture class setting, and several large class elements, such as teaching strategies and methods.

UP's Revitalized General Education Program (RGEP)

After 15 years of its General Education Program, the UP Board of Regents approved in December, 2001, the Revitalized General Education Program (RGEP). Effected in AY 2002-2003, the RGEP provided a healthy mix of disciplines in the Arts and Humanities, Social Sciences and Philosophy and Math, Science and Technology. The RGEP framework aims to provide UP students the liberal arts education that broadens their nationalism and internationalism, cultivates independent, creative and critical thinking, passion for learning, and moral integrity that make for a well-rounded person and ready for lifelong learning skills (Roman,2010).

A revitalized GE course would meet two of the three aforementioned objectives. It would apply either interpretive or aesthetic modes of inquiry or quantitative and other forms of

reasoning as well as develop either of the skills of oral and written communication, independent or critical thinking, or creative thinking.

Under the RGEP, A UP student needs to take 45 units of GE subjects per domain, six units of Philippine Studies subjects, and four Physical Education subjects. In UPLB, the Department of Humanities is one of the six degree-granting units of the College of Arts and Sciences. It takes charge of the communication, humanities, and philosophy components of the University's RGEP (UPLB, 2010).

UPLB's Large Class Policy and Implementation Guidelines

In January 2010, the Large Class Policy (LCP) was implemented in UPLB under Memorandum 001 that required most if not all GE courses in all disciplines to be taught in large classes following the project's rationale statement and policy guidelines signed in February, 2010.

Among others, small-sized (15-30 students) classes of speech communication, English and other social sciences and humanities course were affected by the revised teaching structure and approach. The introductory speech communication course for one, became a collaborative team teaching venture with 150 or more students sitting together for one large lecture class under one teacher and divided into recitation sections that maybe taught by other teachers. The technical qualification to be a lecturer is that s/he should be at least an assistant professor in terms of rank. Usually, the recitation/laboratory sections are handled by the instructors but it is possible that the lecturer could also teach the recitation/laboratory component. The final grade of the student is computed based on the combined grades of the lecture and recitation/laboratory components.

The UPLB LCP guidelines stipulate several options on how a college can implement the policy depending on the demand of the courses and the availability of the lecture rooms. A lecture class consists of 120-160 students and is further broken down into several recitation/laboratory sections with sizes ranging from 25-40 students. In terms of faculty load crediting, there are various options depending on the load of work a member of the tandem has, the minimum is one unit and the maximum is three units. The colleges have the freedom to modify the distribution as long as it is justifiable. In speech communication, the load crediting of the lecturer and recitation instructor is 1.5 units each or equivalent to 1 hour and 30 minutes weekly lecture and 1 hour and 30 minutes weekly recitation class (UPLB Management Committee, 2010).

In its implementation of the LCP, the UPLB administration sought to improve and prepare classrooms and lecture halls for large classes, buy necessary educational technologies, and hold faculty seminars for the careful planning and designing of lectures and illustrative talks on effective teaching of large lecture classes. They also call for the coordination of activities between lecture class teachers and their recitation instructors who are encouraged to attend lectures and meetings for better course articulation, as well as providing lecture assistants (UPLB Management, 2010).

Educational Change

Change in any system is inevitable. In higher education, the main reasons observed are a) rapid increase in competition among colleges and universities for students; b) decreased government support; and c) the rapid spread and use of technology and communication to deliver learning (Scott, 2013). According to Fullan (2008), there are at least three components or dimensions at stake in any program or policy change and some of these are materials to be used,

the teaching approaches, behaviors, and practices, and the alteration of beliefs. He notes that behavior changes before beliefs, that having an implementation dip is normal, that shared vision or ownership of a change is an outcome of a quality process than it is a precondition. He also shares John Kotter's insight that with change, feelings are more influential than thoughts. Furthermore, he theorizes that change must be focused on motivation in order for all stakeholders to be involved in any school improvement. Other core premises of learning and changing contexts, multi-level engagement, capacity-building, and persistence and flexibility in staying the course of change emanate from motivation (Fullan, 2006).

The people who are involved in the process of educational change should be given importance especially the implementers (teachers) since they hold the key to the successful implementation of an innovation. Their concerns have a bearing on how successful a change can be and would determine the interventions and other actions to be made to ensure improvements (Heck, Stiegelbauer, Hall & Loucks, 1981; Mgandela, 2008). According to Bascia and Hargreaves (2001), for educational change to occur, change facilitators should have extensive knowledge of the technical aspects of change management, as well as of the human and culture-building process of successful school improvement. They also identified the possible sources of failure in achieving change and these are poor conceptualization or lack of demonstration of the change, too ambitious or broad a change, lack of commitment or non-involvement of the people involved in the change, lack of institutional support, resources or motivation to embrace the change, the fast pace of change that educators may or cannot cope with, and the non-involvement of learners because of lack or misinformation.

Cited for their examination of 300 organizational changes and more than 8,000 individuals, Professors David Herold and Donald Fedor from the College of Management of

Georgia Institute of Technology note that for change to be accepted and effective, change leaders should be credible, sincere, and genuine change-savvy with lots of good will (Cheng, 2008). The role of every person involved in the process of change is crucial and they should take note that change is a process not an event and it is a highly personal experience. To understand the change process in school organizations requires an understanding of what happens to the individuals as they are involved in the change and change entails growth in terms of feelings about and skills in using the innovation (Heck, Stiegelbauer, Hall & Loucks, 1981; Mgandela, 2008).

Differing Views about Large Class

The academic community seems to provide different definitions of what constitutes a large class. According to Hayes (1997), there is no quantitative definition of what constitutes a large class. Furthermore, researchers also use different strategies for assigning a class-size number such as the number of students enrolled in the course, the number of students who complete the course or the nature of the course (National Council of Teachers of English, 2014).

In their analysis of audiotapes of 155 class sessions in 40 undergraduate courses at different institutions, Fischer and Grant (1983) classified small classes as 15 or fewer students, medium-size classes as 16-45 students and large classes as consisting of 46 or more students. Other class size definitions cited is that small classes are at 30 or less students and large classes should have more than 70 students. Another variation is that small class size ranges from 25 to 35 students while large class size is set at 200-350 students (Toth & Magnana, 2002). Senior academics attending a 1998 UNESCO Regional Workshop at Moi University, Kenya, shared views of the large class as having more than 100 or no fixed number of students, or one that has more students than facilities can support (UNESCO, 2006). For instance, a large class could be around 50 as cited in a Lancaster University Project. In its article on class size, however,

Minnesota State Mankato cite most studies as defining the threshold being 70 students per large class. In China and most developing countries, large class generally refers to 50 – 100 students or more, which to some foreign teachers, particularly from developed countries, may be considered as very large.

The foregoing studies reiterate the reality of different interpretations on class size depending on the nature of study, course, context or culture. What is perceived to be a large class size depends on the teacher's or the student's perception as "small" or "large" based on their own experience or specific situation, regardless of the exact number of students in it or the students (Wang & Zhang 2011; Minnesota State University Makata, 2015). The 43rd International Association of Teachers of English as a Foreign Language (IATEFL) in 2009 generally considered 40 or more students as a large class or any situation wherein both teachers and students face challenges in teaching, management and learning (Salaudeen, 2013).

Aside from the size, Todd (2006) concluded in his investigation of large classes that quality of teaching and the kind of activities done in class are far more important factors to consider. It is clear that considerable research and extent of academic articles recognize positive teacher interpersonal behavior and teacher-student (T-S) interaction as a vital key to positive relationships, student engagement, motivation and learning of the course (Pennings, 2013; Brok, 2005; Wubbels, 2006; Hamre, 2009). Hence, it is not surprising that much literature on large classes deal with effective large class strategies, instructional methods and best large teaching practices in keeping up with the changing teacher roles. (Berkeley, 2003; Carpenter, 2006; Schwartz, 2011; University of Northern Carolina, 2011).

Changing Teacher Roles in Large Classes

Teaching has traditionally been a combination of information dissemination, child care and passing judgment on student learning aptitude and outcome. In the face of knowledge explosions everywhere, new relationship levels created, and continuing technology advancements in education, the teacher's role has become a multi-dimensional one that encompasses integrated planning, collaborative instruction, student engagement and interaction, role modelling, coaching and mentoring responsibilities. The teachers are adjusting to the new realities that students may reach them wherever and beyond classroom time. In the last century, the direct transmission view of student learning implied that the teachers' role is to merely communicate knowledge in a clear and structured way, to explain correct solutions and provide a safe and quiet class environment for concentrated classroom learning. In contrast to this view and the "sage on the stage" lecture approach of the past, the teachers who hold the constructivist view involves students in the lesson as thinking, reasoning learning participants in the 21st century classroom.

In a 2000 examination of teaching in large spaces, 80% of faculty members reported lecture as their primary pedagogical tool. Arguably, large spaces mandated lecture as the dominant style and any effect of class size on student learning is a function of the teaching approaches decided upon as the result of the given teaching space (Cooper & Robinson,2000).

Lecture classes have taken on different forms from the traditional expository teacher-centered talk to the interactive lecture-discussion-student work combination, collaborative team teaching and "borderless" ICT-linked work processes and teacher-student interaction. Nowadays, teachers, regardless of class size, are expected to facilitate learning, coach, mentor, to give feedback and model target behaviors aside from manage and structure lessons while being

responsible for administrative and community extension work. Teachers are expected to be tech-savvy, computer literate and at the cutting edge of education to nurture a new class learning structure where students create their learning and lessen teacher content dependence (OECD, 2010; Generations Schools Network, 2014).

The role of the teacher in large classes is broader and includes new responsibilities and enhanced skills. It is important to combine a teacher's mind-frame with appropriate actions to achieve clearly drawn learning targets. In his synthesis of over 50,000 studies covering achievement of about 240 million students related to student achievement, Hattie (2009) promoted the idea that teachers' beliefs regarding their teaching role are reflected in their behavior, relationships and pedagogical choices which in turn would affect the students' attitude and motivation towards the course. Hattie argued from his analysis that classroom practice barely changes with class size and that teachers stick to their teaching approach regardless of role or the number of students. A comparative study of large and small statistics classes indicated no difference in student performance in either class (Hancock, 1996)

Excellent and engaged teachers are the key to a quality education. Research has demonstrated that the most important factor affecting student outcomes is the quality and effectiveness of their teachers. Regardless of class size, whether the system is traditional or progressive and whether the locale is rural or urban, having effective and motivated teachers is critical. Teachers' beliefs have been proven to influence their teaching attitude, methods and policy. Some teachers do a better job with large class size than a small class and vice versa because that's what they believe of themselves to achieve. Thus it is important for teachers to stay focused on class strategies that target clearly the development of thinking and reasoning processes rather than merely obtaining new knowledge (Hattie, 2009, De Witt, 2013).

Hattie wrote, "When students were asked about their best teachers, the common attributes were teachers who built relationships with students, teachers who helped students to have different and better strategies or processes to learn the subject and teachers who demonstrated a willingness to explain material and help students with their work." (Generation Schools Network, 2014, p.2)

A search on current literature on the teachers' role in large classes yields a plethora of teaching models, student-centered interactive strategies and integrative lesson preparations, building schemes for collaborative relationships among teachers and with their students to counter the negative effects of large classes on teaching effectiveness and student outcomes. Because contrary to popular perceptions, said effects were empirically found out to be of little significance; what or who counts are the teachers and how they believe their role to be in learning. (Hattie, 2009, Yelkpieri et al, 2012; Monks, 2010; Generation Schools Network, 2014).

Different Types of Teaching Models

Models represent the broadest level of instructional practices and present a philosophical orientation to instruction. Models relate to theories about how learning takes place (i.e. adult learning theory, transformative learning, social interaction, motivation theory, etc.). Models provide the bases for selecting and structuring teaching strategies, approaches, methods, skills, and student activities for a particular instructional emphasis or learning targets. Some examples include: behaviorism, cognitivism, constructivism, and connectivism (Keesee, 2014).

Professional educators have developed a variety of models of instruction, each designed to produce classroom learning whatever the class size is. Joyce, Weil, and Calhoun (2003) describe four categories of models of teaching/instruction, namely (1) behavioral systems, (2) information processing, (3) personal development, and (4) social interaction to summarize the

vast majority of instructional methods. These four families of instructional strategies are drawn from major philosophical and psychological beliefs on how humans learn and are often associated with the work of Jean Piaget (Joyce, Weil, Calhoun, 2003; Wilson, 2015; Sass, 2012).

Each teaching model differs in the specific type or measure of learning that is targeted. The behavioral systems teaching model focuses on the learner's observable skills and behaviors. It is characterized by a highly-structured teacher-directed instruction to maximize student learning time.

The personal development teaching model, for another, focuses on the teaching outcomes derived from instruction such as high self-esteem, creativity and curiosity, among others. It employs facilitative teaching to increase learners' awareness and fulfillment of their individual potential and application of creativity. The social interaction model is associated with cooperative learning or group work to impact on standard achievement measures (Joyce et al., 2003).

From these readings of teaching models, it can be surmised that in choosing what s/he considers to be the best instructional strategies, a teacher must be certain to connect recommended practices with specific desired outcome, such as achieving target outcomes in the context of learning spaces, individual student differences, class management, assessment and school processes. (Hoàng Thị Huyền, 2015).

Defining Teaching Approach, Method, and Technique

Figure 1 attempts to show the differences and relationships of terms approach, method, strategy and techniques in terms of teaching, from the why teachers teach to the how of teaching that targeted outcomes can be achieved.

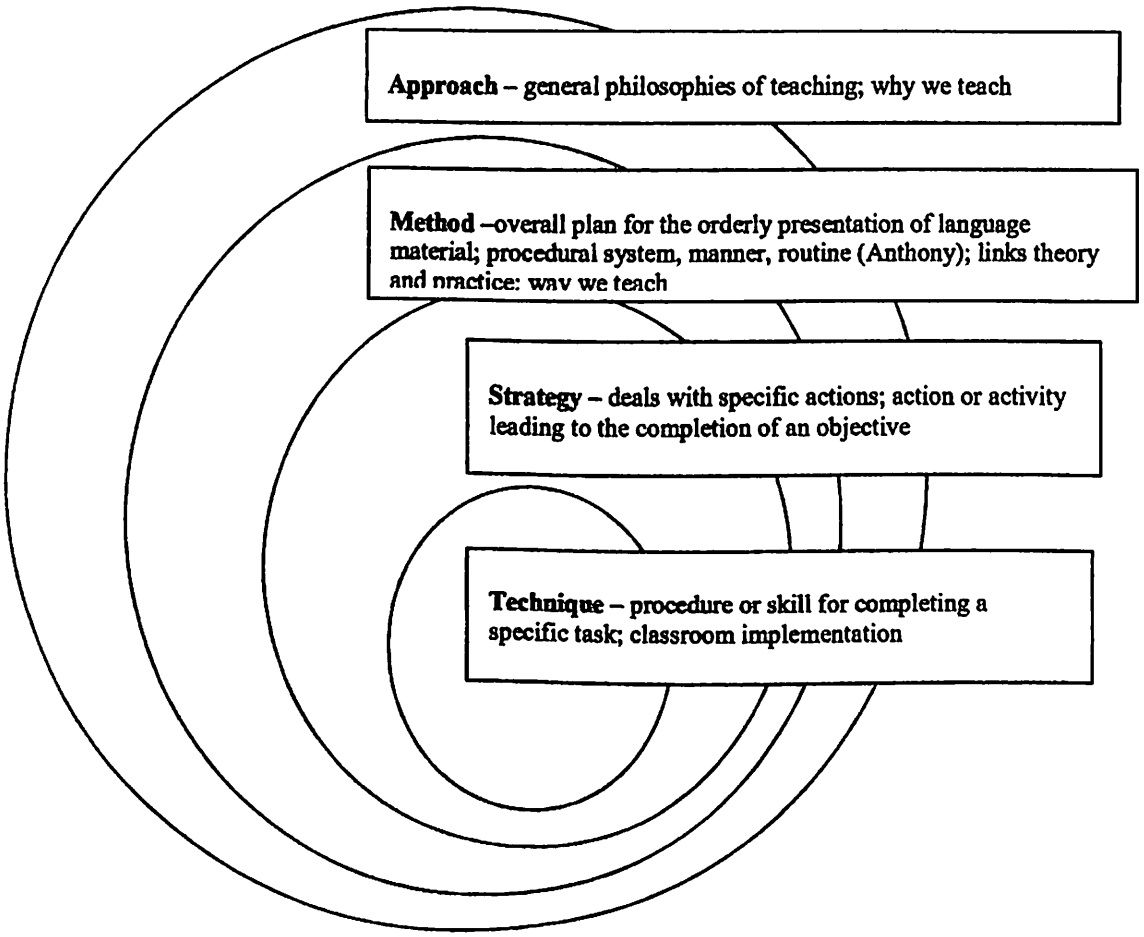

Figure 1. Modified Dimensions of Teaching
Note: based on Garcia's teaching dimensions (School Improvement Specialist Coaches Plus, 2014)

The diagram shows that approach provides the whole philosophy of teaching that is applied and interpreted in different ways. Communicative language teaching, competency-based language teaching, cooperative learning, whole language approach, task-based language teaching are but some teaching approaches directed at language instruction (National Council of Teachers of English, 2014).

Meantime, a method is defined as an organized, orderly, systematic, and well planned procedure, style or ways aimed at facilitating the teaching and learning process and enhancing students' learning, such as situational language teaching, audio-lingual, direct method or classroom response system, and ICT-supported teaching. Technique is the procedural variation

of a method and encompasses the personal style of the teacher in carrying out specific steps of the teaching process. Through technique, teachers develop, create and implement, using their distinctive way or styles, the procedures (method) of teaching (School Improvement Specialist Coaches Plus, 2014). Edward Anthony used the term technique to refer to the implementation tactics used to accomplish an immediate objective in the classroom. For example, in order to record students' attendance, students are required to sign the attendance sheet at the door or follow a seat plan (Yanto, 2014)

From the Greek word "strategos" or "the art of the generals" the term strategy appeared in 18th century military literature to refer to the efficient use of resources to accomplish the objectives of defeating the enemy forces. Over time, the term strategy came into the teaching context and given varied definitions. In a paper entitled " Toward a Theory of Instruction" Smith (1963) defined teaching as a "system of actions intended to induce learning", and strategy as " a pattern of acts that serves to obtain certain outcomes and to guard against certain others". Anthony (1965), on the other hand, defined strategy as modes of operation for achieving a particular end or an action or activity leading to the completion of an objective. In due time, educators and writers started using the term 'teaching strategy' within any other method or approach they are frequently intended to help foster or maintain creativity. With reference to methods and procedures utilized in teaching. Aber et al. used the term strategy to mean a purposefully conceived and determined plan of action to facilitate a particular kind of learning in a given situation and in terms of a specific learning objective (School Improvement Specialist Coaches Plus, 2014). For example, a lecture on persuasive communication is reinforced with a live demonstration from a guest professional speaker.

Teaching Strategies in Large Lecture Classes

In its 2010 report outlining the methods that professors in the US, Australia, Canada and the UK use to overcome the challenges of large lecture classes, the Hanover Research identifies the strategies in organizing and teaching large lecture undergraduate classes and turning them into social learning environments. These include preparing the class in the objectives of the course, creating ways in which students can actively engage in the discussion, fostering student-faculty interactions for more course engagement, and creating opportunities for students to meet in smaller groups outside class hour.

Strategies can be classed as direct (teacher-directed, lecture), indirect (student centered, guided inquiry), interactive (student pairs, small groups, think-pair-share, debate), experiential (personalized reflection) or independent (student study, reflective thinking).

Carpenter (2006), in his review of effective large classes, identified the most commonly used teaching strategies for the large class environment as lecture, lecture-discussion, jigsaw, case study, team project.

In the lecture format, the instructor usually uses slide presentations with little or no student input/feedback. In the lecture-discussion, the instructor may use the slides to deliver the course content but discussion questions are included on several slides in the presentation. Instructor pauses infrequently to generate student input/discussion. Students discuss and debate issues relevant to the subject at hand. The Science Education Resource Center of Carleton College had designed the Interactive lecture model to engage students and allow them to interact with the instructor and the material with the ultimate goal that they (students) will likely pay more attention, participate and retain information. In using this model, professors intersperse short periods of lecturing with other activities such as group discussions, problem-solving, case

study or figure or literary interpretation. Short in-class assessments may also be given in the form of pop quizzes, exercises, class evaluations, and focused listing. In doing so, the instructor is also well-guided on how much has been taken in the course of the lecture and where improvements can be made (Hanover Research, 2010).

The jigsaw puzzle involves grouping students into small groups or teams to read/learn a portion of the subject outside of the class and then report or deliver their assigned portion in the next class. Under the case study method, students are assigned case studies to read before class time and individually write down their responses to discussion questions asked of them regarding the subject. When class time comes, the students have to share their individual responses and come up with their team answers.

In tracking teaching styles in large classes, Cooper and Robinson (2000) note that in the early 1980s, approximately 80% of faculty or 1,800 reported lecture as their primary pedagogical tool. They argue that until recent times, lecture remains the dominant style in large classes. Several researchers suggested that lecture leads to the ability to recall facts, but discussion coupled with active learning techniques produce a higher level of comprehension. Further, research on group-oriented discussion methods has shown that team learning and student-led discussions not only produce favorable student performance outcomes, but also foster greater participation, self-confidence and leadership ability (Hunt, Haidet, Coverdale & Richards (2003); UC Berkeley, 2003).

In his exploratory study on five teaching methods and strategies for large classes among some 109 students in the University of South Carolina, Carpenter (2006) found five teaching methods that appeared to positively affect students' grasp of the material. Students' scores improved most under the jigsaw method, and least under the team project method, whereas the

lecture, lecture/discussion, and case study methods produced similar improvement. This finding suggests that moderately-active learning methods such as the jigsaw method are more effective than the lecture, lecture-discussion, and case study methods. Also it was found that among the five teaching methods, the lecture-discussion was most preferred by the students. Students comment as to their reason for selecting this as the most valuable method seem to suggest that they have a desire to be active learners, engaging in discussion rather than passively listening to a lecture. Overall, his study reinforces the suggestion for faculty teaching large classes to attempt to include constructive, active teaching methods in their courses whenever possible. Structured, controlled collaboration (e.g., jigsaw, case study) would probably be most comfortable to students as opposed to uncontrolled, unstructured experiences (i.e., team projects).

Results of recent studies concerning the effectiveness of teaching methods favor constructivist, active learning methods (e.g., Andersen, 2010; Cuseo, 2007; Robinson, 2000; Mendoza, 2010; Strong, 2011; Carini, 2006; Preston & Giglio, 2008). Given all these studies on large classes, it is well to refer to the constructivist theory of learning as a focal point of productive class interaction, particularly in large classes. Many studies consider as effective teaching strategies those that regard large lecture class students not as passive vessels for oral content but as "individuals requiring the social and active construction of knowledge and as participants in a goal-oriented process aimed at the construction of knowledge as useful product" (Geer & Rudge, 2002, pa.2).

Convergence of online and traditional instruction is the single-greatest trend in higher education today. In today's world, there are clear differences between the 21st century learner and the teacher as shown in Table 1.

Table 1

Differences between 21st Century Learner and Teacher

Students	Faculty
◦ Multitasking	• Single or limited tasks
◦ Pictures, sound, video	• Text
◦ Random access	• Linear, logical, sequential
• Interactive and networked	• Independent and individual

Technological advancements in the 21st century have transformed education from a generally physical transmission of learning wherein class size in the past would undoubtedly mean the physical class size. This may not be as true now considering the rapid and significant increase of communication and information technology that provide the tools for an extended classroom or even the borderless classrooms. Such realities have paved the way for the development in open or distance learning, blended learning, mixed-mode learning, the flipped classroom and other hybrid or flexible learning and teaching modes (Young, 2002).

In her article on the teachers' roles in the 21st century, Veira (2016) underlined the role of the interactive teacher leader in sustaining a classroom environment of positive student relationships for positive outcomes. The 21st century classroom dictates that teachers are no longer information dispensers but that they become facilitators for student learning and creators of productive classroom environments to prepare these students for careers and higher education. Clearly this is the way to bridging the gap between 21st century learners and teachers for meaningful learning to take place.

Teacher-Student Interaction (T-S Interaction) in Large Class

The most common classroom pattern of discussion is the Initiation-Response-Feedback (I-R-F) from which the teacher initiates, the student responds, and the teacher gives feedback . This pattern has been criticized by many since it is as if students are restricted to what the teacher

wants to hear rather than communicating their own idea with the teacher. In these changing times and as proven by studies from which students want to be active learners, Teacher-Student (T-S) Interaction has been defined in several ways. Pennings et al. (2013) refer to T-S interaction as real-time behavior exchanges between teacher-student interactions and relationships as patterns in these behavioral exchanges. These real-time interactions are composed of interpersonal content, structure, and complementarity. They cite studies on T-S relationships carried out in various countries like the US, the Netherlands, China, Indonesia, and Canada and in the contests of secondary, vocational and university education and conclude the significant role of T-S interaction in learning. T-S interaction is characterized by interpersonal content (presence of an attractive or positive behavioral state between teacher and student), structure (whether variable or stable behavior) and interpersonal complementary fit (Pennings et al, 2013).

The Classroom Assessment Scoring System (CLASS) is one system that focuses on the quality of classroom interactional processes like teacher and student verbalizations. It classifies and gauges T-S interactions in the three domains of emotional support, classroom organization, and instructional support (Hamre, 2009). Emotional support would include shared respect and enjoyment by teachers and students, teachers' sensitivity to students' academic and emotional concerns and perspectives. Classroom organization refers to managing appropriate behavior, productivity and using engaging teaching formats. Instructional support points to teachers' providing quality feedback and facilitating higher order thinking. Meantime, student engagement would mean the students' high degree of focus and participation in the subject (Hamre, 2009; Gallucci, 2011).

Ned Flanders defines interaction as participation of teacher and students in the process of teaching. Teachers and students mutually influence the process of teaching. Out of the social

psychological theory, Flanders developed the Flanders Interaction Analysis (FIA) as a technique for capturing quantitative and qualitative dimensions of teacher verbal behavior in the classroom.

As an observational system, it captures the verbal behavior of teachers and students that is directly related to the social – emotional climate of the classroom. Table 2 shows his 10-category system attempts to categorize all the verbal classroom behavior. The ten categories are divided in three groups, the teacher talk, the pupil talk, and silence when neither pupil nor teacher talk. Under the teacher talk, seven categories are classified into direct talk or indirect talk. Accepting feelings and ideas, praise, and asking questions are categories under indirect teacher talk while lecture, giving directions, and criticizing are under direct teacher talk. There are two categories for pupil talk which are pupil talk response and pupil talk initiation. The last category which is silence or confusion falls neither of the first two groups. There are series of rules that will serve as a guide in the coding of responses (see Appendix A).

Table 2

Flanders Interaction Analysis Categories (FIACS)

		Category	ACTIVITY
Teacher talk	**Response**	**1**	**Accepts feeling:** Accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
	Indirect influence	**2**	**Praises or encourages:** Praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "Um hm?" or "go on" and included.
		3	**Accepts or uses ideas of pupils:** Clarifying or building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4	**Asks questions:** Asking question about content to procedure, based on teacher ideas, with the intent that a pupil will answer.
	Initiation	**5**	**Lecturing:** Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a pupil.
	Direct Influence	**6**	**Giving directions:** Directions, commands or orders to which a pupil is expected to comply.
		7	**Criticising or justifying authority:** Statements intended to change pupil behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is during; extreme self-reliance.
Pupil talk	**Response**	**8**	**Pupil-talk response:** Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
	Initiation	**9**	**Pupil-talk Initiation:** Talk by pupils, which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, kike asking thoughtful questions; going beyond the existing structure.
Silence		**10.**	**Silence or confusion:** Pauses, short periods of confusion in which communication cannot be understood by the observer.

Interaction Analysis (IA) assumes that in a normal classroom situation, verbal communication is predominant; the teacher exerts a great deal of influence on the student and the student's behavior is affected to a great extent by this type of teacher behavior exhibited. Based on some studies, the FIACs underscores T-S interaction as a critical dimension of effective classroom teaching and enhanced learning (Amatari, 2015). Other researchers use more behaviorally based definition to gauge T-S interactions. The Teacher-Pupil Observation Tool (T-Pot) that includes praise, acknowledgement, and encouragement (Gallucci, 2014).

With the systems perspective and Leary's model, Créton, Wubbels, Creton and Hooymayers (1993) developed the Model for Interpersonal Teacher Behavior by adapting the Leary Communication Relationship Model (1957). They designed the Questionnaire on Teacher Interaction (QTI) in the early 1980s. The QTI may be used to provide teachers with a picture of their ideal teacher, how they see themselves and how their students see them. Thus, teachers can become aware of how their students view their uncertainty, leadership, etc. and how they view themselves. This type of information allows teachers the opportunity to reflect on their own performance, particularly in relation to their relationships and interactions with their students as a class and for their professional development (Fisher, Fraser, & Cresswell, 1995).

The QTI has been widely used in studies of learning environments and how students' perceptions of teachers' interpersonal behavior and the teachers' self-perceptions could influence their relationship and interaction processes towards achieving course goals. Originally prepared in Dutch, the QTI has been widely used and translated in several languages and has been widely used in a number of countries, such as Norway, Australia, Brunei, Cyprus, India, Indonesia, Korea, Singapore, Turkey, Thailand and India (Wubbels, T.B 2006; Wei, Michael et al, 2009). Figure 2 shows the four quadrants on behavior divided into eight sectors and each of these

sectors describes different behavior characteristics that teachers may exhibit in their interactions with their students.

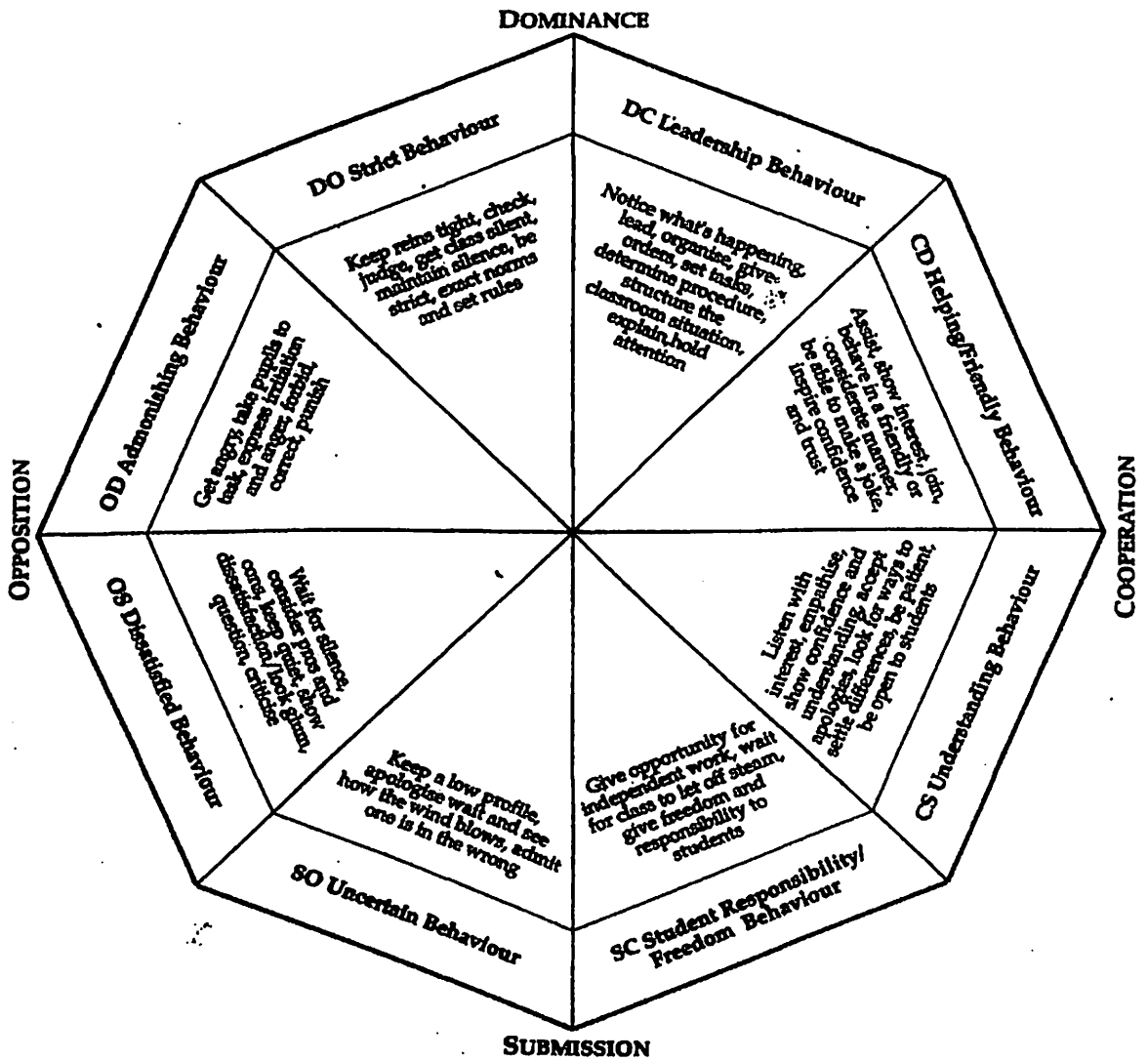

Figure 2. The Model for Interpersonal Teacher Behavior (Fisher,1995)

The model allows for a graphic representation of teacher-student interaction in which verbal and non-verbal exchanges between both parties can be recorded on the chart according to some measures that are mapped on a proximity dimension (cooperation or opposition, CO) and on an influence dimension (dominance or submission, DS). Proximity refers to the degree of teachers' cooperative/friendly behavior while Influence represents the degree of teachers' control/dominance shown to students. Each quadrant of the coordinate structure represents two

segments of behavior. The sectors are variedly defined depending upon the degree of two determined behaviors. Each quadrant consists of two behavioral sectors that are defined first from the most prevalent actions (high degree) followed by second most prevalent actions (moderate degree) in the same dimension.

With the use of cluster analysis and web diagrams on QTI score clusters, a typology of eight distinct types of interpersonal teaching styles was developed, namely: Directive, authoritative, tolerant/authoritative, tolerant, uncertain/tolerant, uncertain/aggressive, repressive and drudging (Fisher, 1995; Maulana, et al 2011.(See Appendix B).

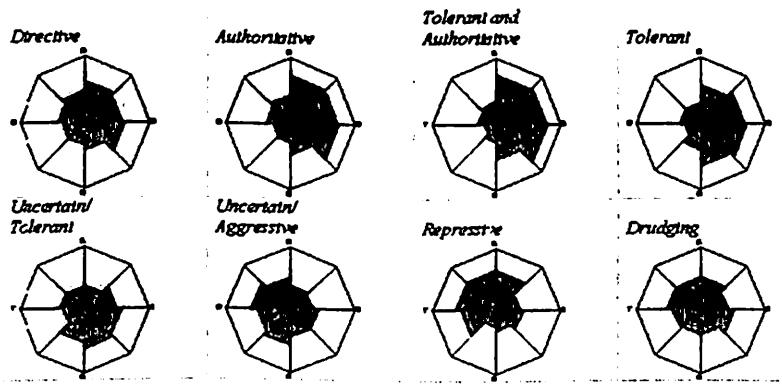

Figure 3. Graphic Representations of Eight Types of Interpersonal Relationships based on the model of inter-personal teacher behavior (Rickards et al, 2003)

Directive, authoritative and tolerant teachers realized various kinds of learning in their classroom than the other interpersonal types. Teacher experience and age also appeared to be linked to communication type. Older experienced teachers are represented more frequently among the directive and repressive types. Younger, less experienced teachers appear more frequently in the drudging, authoritative and tolerant categories. Repressive teachers, followed by tolerant and directive teachers, realized the highest achievement. In a cross-national study comparing teaching styles of science teachers, these eight profile types were found among those

in the Netherlands and the USA but only three of these profiles in Singapore, Brunei and Australia, namely authoritative, tolerant-authoritative and directive teachers (Rickards, 2003)

On average, teachers reported higher ratings of their own leading, helpful/friendly and understanding behavior than did their students. On the other hand, they reported lower perceptions of their own uncertain, dissatisfied and admonishing behavior on their students. Several samples indicated that the bigger the difference between the teacher and student perceptions, the more students perceive the teacher as uncertain, dissatisfied and admonishing. Further on, a teacher is more likely to perceive his/her behavior as near ideal when the teacher's perception rating is between students' and his/her perception of an ideal teacher-student relationship. The difference between the teacher and students' perceptions could be caused by the teacher's wishful thinking to reduce cognitive dissonance. (Wubbels, 2006). By obtaining and combining the QTI scores and using cluster analyses of the teachers and students' ratings, the resulting profiles provide feedback on preferred teacher-student relationship and intervention or relationship improvement programs to motivate students in class.

In a study of 160 Chinese ESL students using a QTI instrument translated in Chinese, results indicated among others, a discrepancy between students' perceptions of preferred and actual teacher interpersonal behavior and the tolerant-authoritative profile as the most common interpersonal style based on the students' perceptions (Wei, L.2009).

A study of 92 students in the Institute of Teacher Education In Campus Ipoh, Malaysia, that used the QTI found a positive significant relationship between the dimensions of teachers interactions with the dimensions of students' motivation, dimensions of control with performance goals. When students perceive strong and positive relationships with teachers, they are more likely to believe and love the teachers and be more motivated. In contrast, when

students feel they have a conflict and a negative relationship with teachers, they do not believe the teachers, nor are they motivated to succeed and may challenge the teachers in the process (Hamre & Pianta, 2001). Finally, a negative relationship with the teacher students will lead to student dropout rates . In a later study of English class students in two American public high schools showed a positive correlation between teacher-student interaction and student motivation (Nugent T. , 2009). Evidently, teachers are considered the cornerstone of effective education.

While most of the studies using QTI were done at the primary and secondary level, QTI's validity in research at the university level has also been confirmed. The QTI tool was modified, translated and used to study the relationships between students' outcomes (achievement and attitudes) and the quality of teacher-student interactions among 422 students in 12 classes in a private university in Indonesia. The study revealed differences between a computer science and a management department in terms of instructor-student interactions, and identified which types of instructor-student interactions are most likely to promote student outcomes at the university level (Fraser, Aldridge, & Soerjaaningsih, 2010)

Blatchford et al (2011) cited the concern of many researchers that larger classes will decrease the amount of time that can be spent on instruction and personally connecting with the students concerned. Deficient teacher-student interaction and faculty dissatisfaction and loss had repeatedly been cited as grounds or cause to return to small classes across levels among other key large class issues.

The present study has not been able to use of the QTI tool in tandem with other tools like in other research to gauge the relationship between T-S interaction and student motivation or achievement of performance goals. However, data analyses from the QTI of students' perceptions of their teachers' interpersonal behavior and the teachers' self and ideal perceptions

as large lecture class teachers may indicate the kind of interpersonal interactions that take place in the lecture classes and with interviews, pave the way for improvement or professional development programs to motivate student performance through an enhanced teacher-student relationships.

Importance of Speech Communication Instruction

A review of past and present literature indicates the need for undergraduate students to obtain communication training in cognizance of the fact that communication is one of the competencies specifically identified for a 21st learner—skills that are required to land jobs (National Council of Teachers of English [NCTE], 2013);. Indeed, students enter a basic communication course classroom because the course is required or because they want to take it, or because there is the succinct acceptance that a confident and competent communicator has better chances to present himself successfully for employment.

A basic communication course serves as the first opportunity to introduce students to communication theories, and gain confidence by practicing these skills. Hence, it is important to take stock of the changes and trends of running the introductory course of speech communication. This basic course is highly perceived to stand at the forefront of communication education in college or higher levels (Morreale, Hugenberg, & Worley, 2006; Alshawan, 2010).

The speech communication course has been a stronghold for highly interactive small learning spaces or classes where communication theories are taught, practiced, and applied as part of the learning experience.

Speech Communication Theories and Models in Planning Classroom Instruction

Classic communication theorists and authors such as David Mortensen (*Communication: The Study of Human Communication, 1972)*, Schramm (Context and relationship of

communication, 1954), Berlo (1960), Shannon &Weaver (1949), McCombs & Shaw (*Media as Communication shaper*, 1993) and Rodgers & Dearing (1996), have proposed theories and models that informed agenda setting processes that to this day, speech communication teachers or communication educators consider in planning their classroom instruction, such as the following:

Instructional communication is a process in which the teacher has very important functions. S/he selects and arranges what the students are to learn (the content), decides how best to help them learn (the instructional strategy), and determines how success in learning will be determined and how the students' progress will be communicated by and to them (evaluation/feedback) (Wrench, Richmond, & Joan Gorham, 2009).

The general model of instructional communication, as pointed out in McCroskey et al. (2004), has six components variably interacting with each other, to wit: (1) instructional environment, (2) teachers, (3) students, (4) teachers' verbal and non-verbal behaviors, (5) students' perceptions of teachers' credibility, and (6) task attractiveness and instructional outcomes. In his study of some 90 teachers, McCroskey et al. (2004) found that teacher temperament cause students' perceptions of teacher's communication behavior, credibility, and task attractiveness.

Communicative Language Teaching. Speech communication as a general education course is also seen as benefitting from communicative language teaching (CLT), an approach that has its beginnings in the late 1960s (Richards, 2006). In context, CLT learners are seen as active participants in the construction of knowledge, rather than passive recipients of information provided by the teacher or the textbook. Language teachers are no longer viewed as the dominant authority of the knowledge; rather, they share different roles such as communication

facilitator, independent participant, needs analyst, counselor, and group process manager to create more fascinating experiences for the learners (Richards, 2006).

Some CLT classroom activities include group work, task-work, information-gap activities, and projects, such as those found in a basic speech communication course (i.e., speeches to inform, persuade, interpersonal communication exercises) (Richards, 2006; Galloway, 1993).

CLT proponents see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. In other words, CLT proponents believe activities that involve real communication promote learning and that learners learn when language is meaningful. Learning activities are selected according to how well they engage the learner in meaningful and authentic language use rather than merely mechanical practice of language patterns (Richards, 2006).

In several papers, Savignon stress further CLT's focus on the learner's goal of communication competence and its emphasis on listeners and readers as active participants in the interpretation, expression and negotiation of meaning, and actually using language for communication (Savignon, 1976; Savignon, 1991,Savignon, 2002; Savignon, 2003)

This study observed how these speech communication instruction processes are at work in teaching large communication courses in the lecture-discussion format in an Asian context.

Speech Communication Teaching Strategies

In a longitudinal study of the basic communication course as offered in two- to four-year American colleges, Morreale, Hugenberg, and Worley (2006) report the increasing demand for the course whether with a public speaking subject or a hybrid orientation type (e.g., public

speaking, theories, interpersonal and small groups). They also note more schools taking advantage of service learning and other civic engagement initiatives, linking classroom learning to community as well as increasing teacher's reliance on technology and media in the basic course (Morreale, Hugenberg, & Worley, 2006).

An experimental research in Virginia University using the Interchange Model in redesigning its large classes in a basic public speaking course, showed great promise of continuous learning among students in large lecture classes that are web-assisted or media enhanced and that breaks down into smaller discussion groups that combines online and face-to-face discussion, a more cozy physical group to deliver presentations while reducing seat time (Preston & Giglio, 2008).

In their study of a speech communication course taught by utilizing both traditional and online/technology styles, Nwadike & Ekeanyanwu (2011) argue that technologically enhancing teaching tools improve teaching effectiveness and learning. Similar researches have also found the improvements that technology has brought into education (Yang, 2010; Wong, Li, & Lee, 2008). While multimedia have pervaded nearly every aspect of our lives, this study points out that teachers have to forget the idea that lecturing and reading assignments are enough to teach a lesson, least of all like a speech communication subject (Rodgers, Runyon, & Starrett, 2006; Nakabugo, Charles, Ssebunnga, & Ngobi, 2006; Yuen & Ma, 2008; Moore, 2006).

Qualitative Case Study Methodology

The case study approach is one of the most frequently used methodologies in the developing field of qualitative educational research. This researcher's choice of study design was influenced by the case study approaches of three prominent methodologists Robert Yin, Sharan Merriam and Robert Stake.

While the Yinian view points at an empirical face in the case study, the Stakian perspective recognizes researchers as interpreters and gatherers of interpretations which require them to report their rendition or construction of the constructed reality or knowledge that they gather through their investigation. Merriam for her part, offers the view that reality is constructed by individuals interacting with their social worlds.

Merriam's approach to case study is a combination of approaches of the well-structured design of Yin and the flexibility of Stake's approach. This is the perspective this study uses in answering its research questions. In essence, the case study is a versatile methodology that studies particular phenomena using a number of data gathering and analytical tools to arrive at quantitative and qualitative findings that are meant to gain a deeper understanding of the realities or interpretations of a phenomenon whether person, event, program and the like. Table 3 presents a juxtaposition of the three case study approaches (Yazan, 2008).

Table 3

Comparison of Case Study Methodologies

Dimension of interest	Robert Yin's *Case Study Research: Design and Methods*	Robert Stake's *The Art of Case Study Research*	Sharan Merriam's *Qualitative Research and Case Study Applications in Education*
Defining a case study	Case is a contemporary phenomenon within its real life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context" (p. 13).	Case is "a specific, a complex, functioning thing," more specifically "an integrated system" which "has a boundary and working parts" and purposive (in social sciences and human services) (p. 2).	Case is "a thing, a single entity, a unit around which there are boundaries" (p. 27) and it can be a person, a program, a group, a specific policy and so on.
Designing Case Study	Design refers to the logical sequence that connects the empirical data to a study's initial research questions and ultimately to its conclusions.	Flexible design allow researchers to make major changes even when the study is going on	Case is "a thing, a single entity, a unit around which there are boundaries" (p. 27) and it can be a person, a program, a group, a specific policy and so on.
Gathering Data	Data gathering is influenced by case study investigator's skills, training and conduct of quality training	Qualitative case study researches exploit observation, interview and document review as data gathering tools	Three collection techniques are interviews, observing and analyzing documents.
Analyzing Data	Data analysis "consists of examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study" (p. 109).	Data analysis is "a matter of giving meaning to first impressions as well as to final compilations" (p. 71).	Data analysis is the "process of making sense out of the data.. making meaning"

Using the case study approach, a study on large class teaching yielded valuable insights into the beliefs of 75 lecturers from four major Thai universities that teaching large classes is difficult in several aspects such as student-teacher relationships, monitoring and giving feedback

and assessment. However, teachers also suggested ways to deal with large classes and called for well-planned and well-organized teaching management. Data were secured using a questionnaire containing both open and close-ended questions on teaching and learning conditions, degree of difficulty and other opinions. Participants' responses were analyzed descriptively by calculating percentages and average scores, in order to determine what trends in the data suggested about the teachers' attitudes and perceptions towards learning and teaching in large classes (Jimakorn, 2006).

A similar descriptive quantitative-qualitative research study was made to find out the effects of the Large Lecture Class Policy on teachers' satisfaction and motivation in the humanities and social sciences in UPLB (Sanidad, 2010). Whether intrinsic, descriptive, explanatory, one case or collective, the case study approach has been useful in bringing together quantitative and qualitative analysis to better understand abstract variables in educational research such as but not limited to concepts of language learning (Chen, 2009; Nugent, 2009; Preston & Giglio, 2008), educational technology (Bober, 2003; Yuen & Ma, 2008), student learning and teacher-student interaction (Fraser, Aldridge, & Soerjaaningsih, 2010), teacher professional development (Ono & Fereira, 2010)

Types of Evaluation

Definition of Evaluation. Evaluation, in the educational field has taken on various meanings. It has been seen as synonymous with tests, descriptions, documents, and even management. A comprehensive definition forwarded by the Joint Committee on Standards of Educational Evaluation in 1994 holds that evaluation is the systematic investigation of the worth or merit of some object (Birkenhoff, 1983). Evaluation has also been defined as a "systematic activity of using information to describe educational objects to judge their merit and worth"

(Nevo & Glasman, 1988, p.44). An evaluation is a purposeful, systematic, and careful collection and analysis of information used for the purpose of documenting the effectiveness and impact of programs, establishing accountability, and identifying areas needing change and improvement (Wall, 2014).

The generic goal of evaluation as pointed out is to provide useful feedback in decision-making. There is a broad consensus that the major goal of evaluation should be to influence decision-making or policy formulation through the provision of empirically-driven feedback (Trochim, Introduction to Evaluation, 2006). In the '70s, school evaluators tend to focus only on the extent educational programs met stated objectives, a model espoused by the longitudinal studies in the 1930s. However, new models were developed in the later'70s and '80s.

Types of Evaluation. In 1991, Scriven introduced in the evaluation literature the term formative and summative evaluation:

Formative Evaluation. Formative evaluation is used while the curriculum or course is being developed for better understanding, rationale for its development or change, and continual improvement. During a formative evaluation, resources – human resource competencies, instructional strategies, learning activities and materials, and logistical support – are assessed and are matched with the targeted learning outcomes. Formative evaluation includes several evaluation types such as needs assessment, evaluation feasibility assessment, structured conceptualization, implementation evaluation and process evaluation.

Summative Evaluation. On the other hand, summative evaluation takes place at the end of a program, change, experiment or activity in order to evaluate its effectiveness in achieving the targeted results (product). It is used to assess whether or not the project has met its goals, intended and unintended consequences, lessons learned and possible improvements. Some common types of

summative evaluation are goal-based, impact, cost-effectiveness and cost-benefit evaluation. Summative evaluation can also be subdivided into evaluation of outcomes, impact, cost-effectiveness and cost-benefit analysis, secondary analysis and meta-analysis. Table 4 provides a comparison of formative and summative evaluation and shows the contrast in the purposes, the approach, the resources and the responsible persons to conduct them.

Table 4

Formative versus Summative Evaluation

	Formative	**Summative**
Purpose:	Revision	Decision
How:	Peer review, one-to-one, group review, & field trial	Expert judgment, field trial
Materials:	One set of materials	One or several competing instructional materials
Evaluator:	Internal	External

Trochim (2006) describes four major groups of evaluation strategies:

Scientific-Experimental Models are probably the most historically dominant evaluation strategies. They prioritize the desirability of impartiality, accuracy, objectivity and the validity of the information generated. Included under scientific-experimental models would be: (1) the tradition of experimental and quasi-experimental designs; (2) objectives-based research that comes from education; (3) econometrically-oriented perspectives including cost-effectiveness and cost-benefit analysis; and (4) the recent articulation of theory-driven evaluation.

Management-Oriented Systems Models. Two of the most common of these are PERT, the Program Evaluation and Review Technique, and CPM, the Critical Path Method. Both have been widely used in business and government. Two management-oriented systems models were originated by evaluators: the UTOS model where U stands for Units, T for Treatments, O for

Observing Observations and S for Settings; and the CIPP model where the C stands for Context, the I for Input, the first P for Process and the second P for Product. These management-oriented systems models emphasize comprehensiveness in evaluation, placing evaluation within a larger framework of organizational activities.

Qualitative/Anthropological Models. They emphasize the importance of observation, the need to retain the phenomenological quality of the evaluation context, and the value of subjective human interpretation in the evaluation process. Included in this category are the approaches known in evaluation as naturalistic or 'Fourth Generation' evaluation, the various qualitative schools, critical theory and art criticism approaches, and the 'grounded theory' approach of Glaser and Strauss, among others.

Participant-Oriented Models. As the term suggests, these emphasize the central importance of the evaluation—participants, especially clients and users of the program or technology. Client-centered and stakeholder approaches are examples of participant-oriented models, as are consumer-oriented evaluation systems.

Debates continue on which evaluation strategy is the best. In reality, most evaluators borrow from each strategy, giving way to the idea that integrated results from the use of different evaluation strategies, carried from different perspectives, and using different methods may be more useful than limiting one's work to one evaluation method. Answers are not simple and may call for varied methods to employ, to arrive at what could be answers more complex than expected.

Evaluation Methods. A researcher's primary goal is to attain the objectives of the study and the stated needs of the key stakeholders, within the context of identified variables. Any study would need to consider various methods on how to proceed in the evaluation tasks related to

collecting data, analyzing data, reporting data, and making decisions about the evaluation. In selecting the most appropriate method, the challenge is deciding the most beneficial information to include in the most effective and realistic manner (Brewer, 2009).

The most common evaluation models and the methods employed in educational research are the following:

Theory-Based or Program Theory or Logic Model. This model is typically developed by the evaluator in collaboration with the program developers, either before the evaluation takes place or afterwards. Evidence is collected to test the model's validity. The logic model is primed to examine a program's elements of inputs, outputs, and outcomes. However, according to Cook (2000) outcomes as caused by the program cannot be fully established with qualitative methods but only through experimental design. Elements of the logic model are program planning and design, implementation and management evaluation, communication and marketing.

Natural Decision-Making (NDM) Evaluation. As the name implies, the evaluation process takes place in naturalistic or real-world with people who uses experience and expertise to make decisions. Here are some widely used methods in this category:

Four Level-Model of Evaluation (1959). Donald Kirkpatrick sought evaluation at four levels, namely: (a) first level – assessment of learners' reactions or attitudes toward the learning experience; (b) second level – assessment of learners' grasp of the instruction; (c) third level – follow-up assessment of the learners' actual performance as a result of the instruction under study; and (d) fourth level – assessment of the organizational changes resulting from the program or instruction.

Utilization-Focused Evaluation (1978). Michael Quinn Patton responded to the observation that decision makers ignore evaluation findings. His approach is based on the principle that an evaluation should be judged on its usefulness to its intended users. For this kind of evaluation to succeed, there has to be well-identified decision makers and evaluation report audiences. Second, he stated that evaluators must work actively with the decision makers to determine all aspects of the evaluation including questions, research design, data collection and analysis, interpretation and dissemination.

Responsive Evaluation Model (1990). Robert E. Stake stressed that evaluators must attend to actual program activities rather than intents, respond to the audience's needs for information, and present different value perspectives when reporting on the success and failure of a program. Stake (1990) believe that evaluators should use whatever data-gathering schemes seem appropriate; however, he did emphasize that they will likely rely heavily on human observers rather than experimental designs.

CIPP or Content-Input-Process-Product Model. Its creator, Daniel Stufflebeam views evaluation as a process of providing meaningful and useful information for decision alternatives. Stufflebeam's (2003) CIPP evaluation model is recommended as a theoretical framework to systematically guide the conception, design, implementation, and assessment of service-learning projects, and provide feedback and judgment of the project's effectiveness for continuous improvement (Zhang, Zeller, Griffith, & Metcalf, 2011).

Stufflebeam (2003) also reconciles his model with Scriven's (1991) formative and summative evaluation by stating that formative evaluation focuses on decision making and summative evaluation on accountability. Figure 4 represents the four components of the CIPP approach.

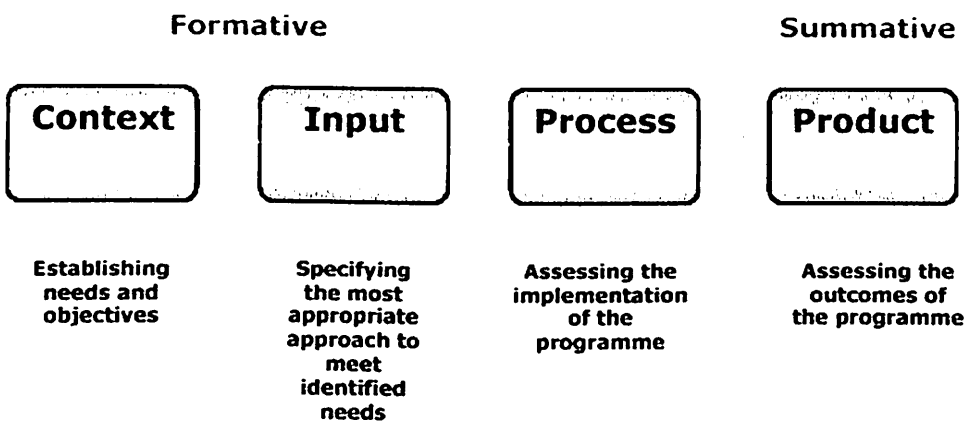

Figure 4. CIPP as both a formative and summative form of evaluation

In their summary on CIPP, Mazur and Miller (2010) highlight the following aspects of the CIPP evaluation model:

Content Evaluation creates the big picture of where both the program and evaluation fit. Data collected enable the evaluator to identify an organization's needs and resources to provide a beneficial program. It further identifies the influences that make or break the program such as the program leaders, stakeholders and relationships using formative and/or summative measures.

Input Evaluation - During this stage, information is collected regarding the program's mission, goals, work plan or strategies, in order to assess these against research, and alternative strategies offered in similar programs with the intent that an appropriate strategy can be chosen at this stage to resolve the problem (Fitzpatrick et al., 2011).

Process Evaluation – The evaluator investigates the quality of the program's implementation. Program activities are monitored, documented and assessed by the evaluator to provide feedback regarding the extent to which planned activities are carried out, guide staff on how to modify and improve the program plan, and assess the degree to which participants can carry out their roles (Mazur & Miller, 2010; Stufflebeam, 2003).

Product Evaluation – assesses the program's positive and negative effects on its target audience (Mertens & Wilson, 2012), assessing both the intended and unintended outcomes (Stufflebeam, 2003). Both short-term and long-term outcomes are judged. During this stage, judgments of stakeholders and relevant experts are analyzed, viewing outcomes that impact the group, subgroups, and individual. Applying a combination of methodological techniques assures all outcomes are noted; this assisted in verifying evaluation findings (Mazur & Miller, 2010). Product evaluation measures, interprets, and judges project outcomes, and consequently, interprets their merit, worth, significance, and probity.

From his meta -evaluation study of a teachers' evaluation program using the CIPP Model, Dr. Usmani cites Paulsen and Feldman's (1995) statement on rigorous evaluation of teaching as one of the most significant characteristics of a healthy and conducive 'teaching environment' that leads to remarkable improvements in teaching practices (Usmani, 2012)

What makes the CIPP a unique and effective evaluation framework is that the model allows asking formative questions to the stakeholders at the beginning or before a program and then ask summative questions on whether or not the program was effective, to wit:

Context: What needs to be done? vs. Were important needs addressed?

Input: How should it be done? vs. Was a defensible design employed?

Process: Is it being done? vs. Was the design well executed?

Product: Is it succeeding? vs. Did the effort succeed? (Pradinata, 2012; World Agro forestry Center, 2003)

CIPP is an often-used model in education because of its holistic approach in evaluating from the start, during the implementation process and the results or effects thereafter. Research

data derived from CIPP processes have been found helpful in making improvements during the program and arriving at conclusions at a realistic context.

CBAM (Concerns-Based Adoption Model). This model is primarily to promote insight into the receptivity of adopters to changes. The model allows for extensive exploration of relationships (levels of use and student performance, classroom organization, and/or teacher/student interactions). In 2003, Hargreaves et al. used the CBAM model to assess the implementation and program outcomes of interactive teaching in literacy and found changes in teacher efficacy. CBAM was also used in 2004 among 812 science teachers and found a need for professional development to arouse teacher consequence and refocusing concerns (George, Hall, & Stiegelbauer, 2013). It also looks into the impact of technology implementation as affected by purchasing, practices/policies, classroom connectivity, or administrator commitment (Wolf, 1984; Bober, 2003; Andersen, 2010; UC Berkeley, 2003).

The Concerns-Based Adoption Model (CBAM) was developed in the 1970s and 1980s by the research team of Gene Hall, Archie George and William Rutherford at the Research and Development Center for Teacher Education at the University of Texas in Austin. It is a conceptual framework that describes, explains, and predicts probable behaviors throughout the change process. Since its development, researchers have tested CBAM for reliability and validity. In 2006, it was updated to ensure its accuracy. Today, CBAM continues to be applied in a range of school, organizational, and research settings. The tools are commonly used to help leaders, evaluators, and researchers understand, monitor, and guide the complex process of implementing new and innovative practices (George, Hall, & Stiegelbauer, 2013).

CBAM has three diagnostic dimensions: (1) innovation configuration, (2) stages of concern, and (3) levels of use. As illustrated in Figure 4, the *innovation configuration* is used to

define guidelines and considerations in implementing a program; the *stages of concern* tool addresses the concerns of the implementers and uses questionnaires and interviews for assessment; while the *levels of use* employs interview protocols to determine the stage or level in which implementers are using a program (Southwest Educational Development Laboratory [SEDL], 2014).

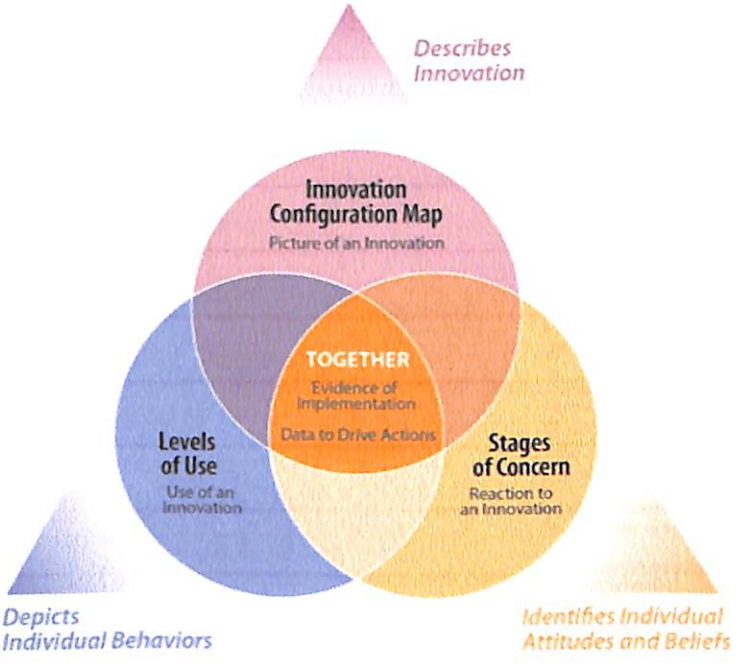

Figure 5. Three Diagnostic Dimensions of CBAM (SEDL 2014)

This study employed only the Stages of Concern tool in gauging the large lecture class teachers' concerns at seven levels found in Figure 5. These levels primarily deal with how aware implementers are of the innovation, the tasks related to its implementation and the impact on them.

There are four main categories of SoC, namely (1) Unrelated, (2) Self, (3) Task, and (4) Impact. Within those four categories are seven categories: Unconcerned/Awareness,

Informational, Personal, Management, Consequence, Collaboration, and Refocusing (SEDL, 2014).

The data obtained through CBAM's SoC questionnaire may be used to prescribe interventions needed to facilitate the change effort. Accordingly, CBAM's SoC process may be used to assist decision-makers in identifying members' attitudes and beliefs towards a new program or initiative. With this knowledge, leaders can take actions to address individuals' specific concerns.

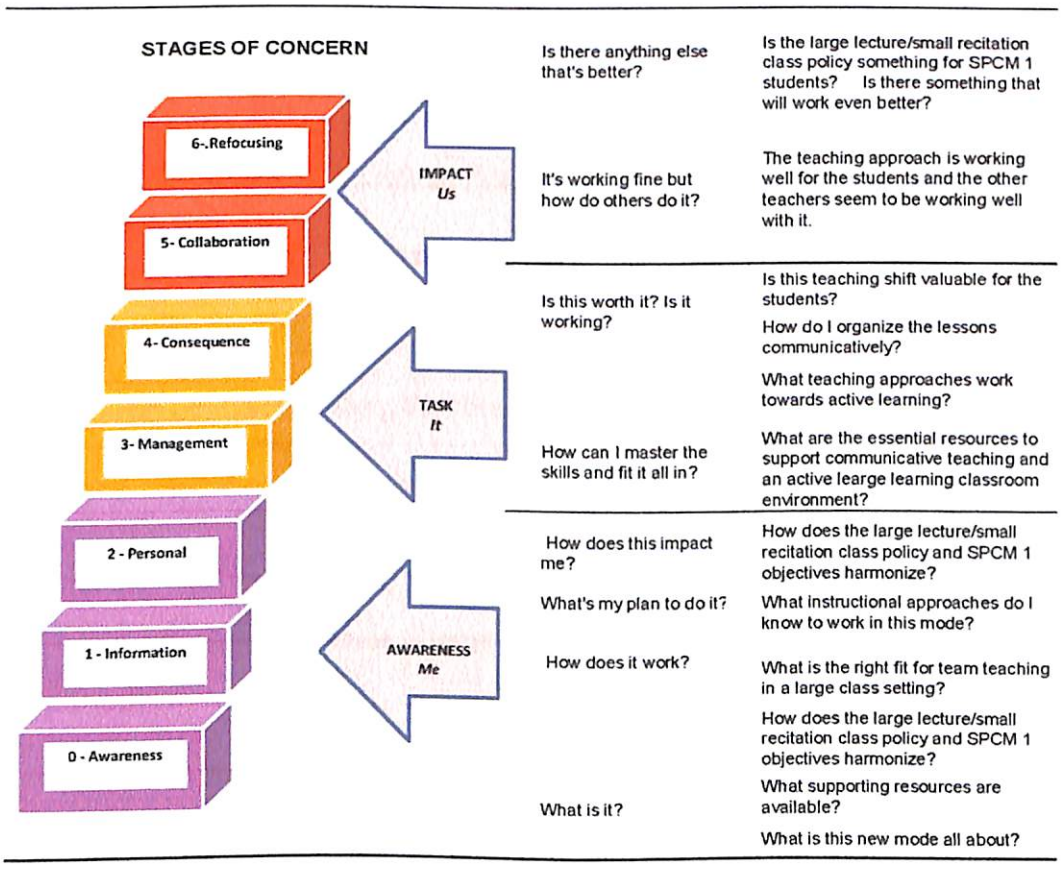

Figure 6. Stages of Concern Process (SEDL, 2014)

South African Luthando Loveth Mgandela (2008) used the CBAM model in eliciting the concerns of Grade 10 History teachers regarding the new history curriculum in eighteen schools in South Africa's Eastern Cape Province. With the use of the SoC questionnaire and a principal intervention questionnaire, Mgandela was able to document the teachers' concerns and

demonstrate that should the concerns not be adequately acted upon, the implementation would suffer.

The CIPP model with both summative and formative form of evaluations and CBAM as a tool in identifying the teacher's concerns were used in this study in order to evaluate the large class implementation of SPCM 1 in UPLB.

Conceptual Framework

This research undertakes a process-focused formative assessment on the changes in teaching strategies and teachers' concerns regarding the attainment of course outcomes in view of the *large lecture - small recitation class* teaching format.

As shown in the following conceptual framework, the study looks into the implementation of the large class policy and how it might have effected changes in the syllabus, influenced teaching strategies and affected teacher-student interaction. The dotted lines illustrated the changing interplay among the three variables of syllabus (content), teaching strategies (input) and teacher-student interaction (process) emanating from the introduction of the large lecture class component. The study also looked into teachers' concerns directly related to their concerns in the large class mode. Figure 7 below summarizes the framework of this research.

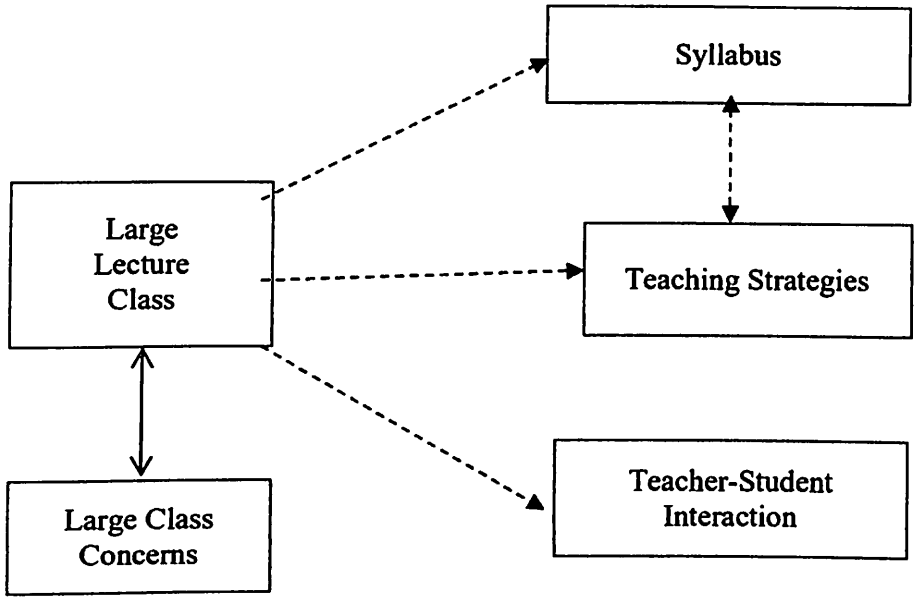

Figure 7. Conceptual Framework

Definition of Terms

The study used the following terms with their corresponding definitions and limitation.

Case Study. The case study as used for this research used a combined research approach from the philosophical perspectives of Robert Yin, Sharan Merriam and Robert Stake on investigating a "contemporary phenomenon within a real-life context". This particular case study is a holistic description and heuristic evaluation of the implementation of the large lecture classes in SPCM 1 and how this has impacted on the syllabus or course guide, the teaching strategies and teacher-student interaction.

Effectiveness. Capability of teaching strategies in producing the desired results or course outcomes. In this research, qualitative measures to determine effectiveness were derived from the analysis of responses to the Questionnaire of Teacher Interaction (QTI), individual teacher interviews, focus group discussion and class observations as well as student surveys.

Large Class. A lecture class composed of 120-180 students that takes place weekly and whose students are distributed to several small recitation classes to implement a common syllabus (UPLB Management, 2010).

Perception. A judgment or interpretive ability based on knowledge and insight gained through a teacher or student's awareness of some condition or concept. In this study, perception was determined from the responses of teacher and student respondents to the Questionnaire of Teacher Interaction (QTI), individual teacher interviews, focus group discussion as well as student surveys.

Concerns. The combined portrayal of the various motivation, perceptions, attitudes and consideration given to a particular issue, task, innovation or change event. Teacher concern regarding an innovation is a developmental construct through the change and adoption processes that consist of seven sequential stages namely that of (1) Awareness, (2) Informational, (3) Personal, (4) Management, (5) Consequence, (6) Collaboration, and (7) Refocusing (Hall, 1979). The study sought to determine the teachers' concerns on the large class mode through the use of the stages of concern questionnaire and corroborated with their responses in the individual teacher interviews and focus group discussion.

Syllabus. The document that is prepared by teachers to provide the learners with an over-view of the course content detailing course goals, objectives and expectations, covered topics, time schedules, details of submissions of projects, assignments, assessment tools, etc.

Teaching Strategy. Modes or operation, action or activities that lead to achieving a particular end or completing an objective

Teacher-student interaction (T-S interaction). It is the real-time individual and group communicative behavior and processes that signify interpersonal content, structure and the

resulting complementarity and relationships between teachers and students in the classroom (Pennings et al. 2013). In this study, T-S interaction was assessed using the Questionnaire for Teacher Interaction instrument and the Flanders Interaction Analysis.

Chapter III

Methodology

This chapter presents the research design adopted, setting, participants, and instruments used in this study. Also, this chapter explains how the data gathering and data analysis were done.

Research Design

This research employed an evaluative case study approach using qualitative and quantitative tools in order to review the pedagogical innovations or changes that have taken place in a basic speech communication course following the change from small classes to a *large lecture – small recitation class* format. An evaluative case study is deemed appropriate in seeking to understand *how* a policy or intervention (i.e., large class) is implemented and *why it* has achieved or not achieved its effects .This method answers the "what happened" question and is particularly useful for evaluating programs in a changing environment or when outcomes need further investigation, or new programs are implemented such as what this study is concerned about (Balbach, 1999).

Among the evaluation methods, the Content-Input-Process-Product (CIPP) model evidently meets this study's needs to evaluate a course's goals and objectives, look into the instructional changes, and assess the effects of these changes on course outcomes. Likewise, within the CIPP framework, the study employs the levels of concern feature of the Concerns-based Adoption (CBAM) model in assessing the participants' concerns as the changes take place. This integrated, multi-faceted approach is seen as a broader and yielding approach in providing data from different perspectives in order to arrive at recommendations regarding administrative

or pedagogical interventions or decision making options. Figure 8 shows the evaluation of the implementation of large class policy using the CIPP model.

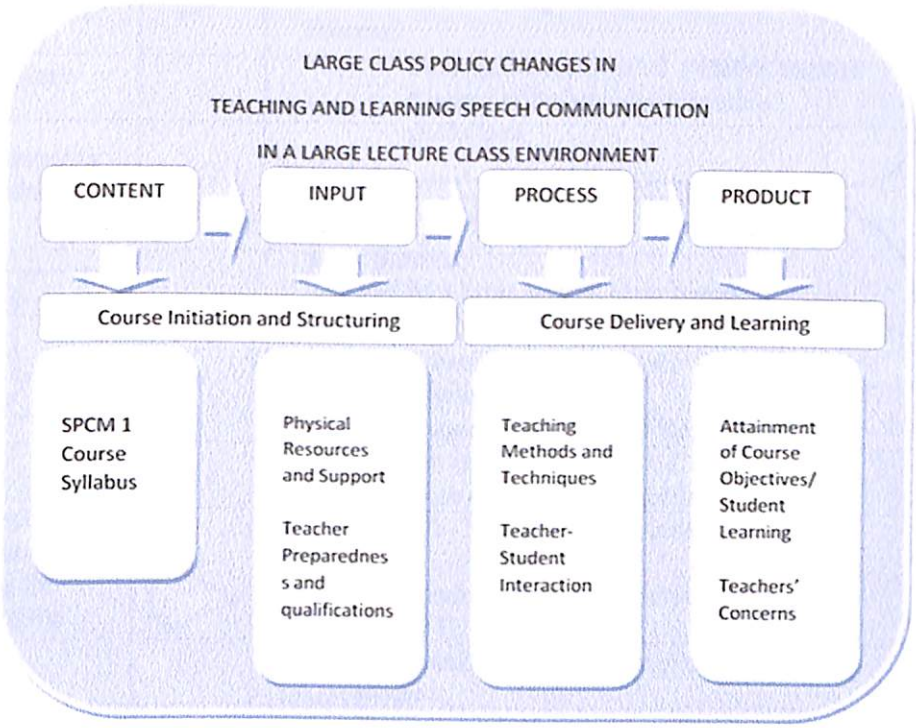

Figure 8. Content-Input-Process Product Model for SCPM 1 large class evaluation

This being a qualitative case study, syllabus content review, individual and class written surveys, individual and group interviews were conducted to provide data. To reinforce its qualitative findings, the study also used in part some quantitative instruments such as Stages of Concern (SoC) dimension of the Concerns-Based Adoption Model (CBAM) in analyzing the teachers' concerns, the Questionnaire for Teacher Interaction (QTI) to indicate teacher-student interaction and the Flanders Interaction Analytical process to determine teacher-student verbal classroom behavior. Figure 9 illustrates the study's research design while incorporating the instruments of the CIPP and CBAM models.

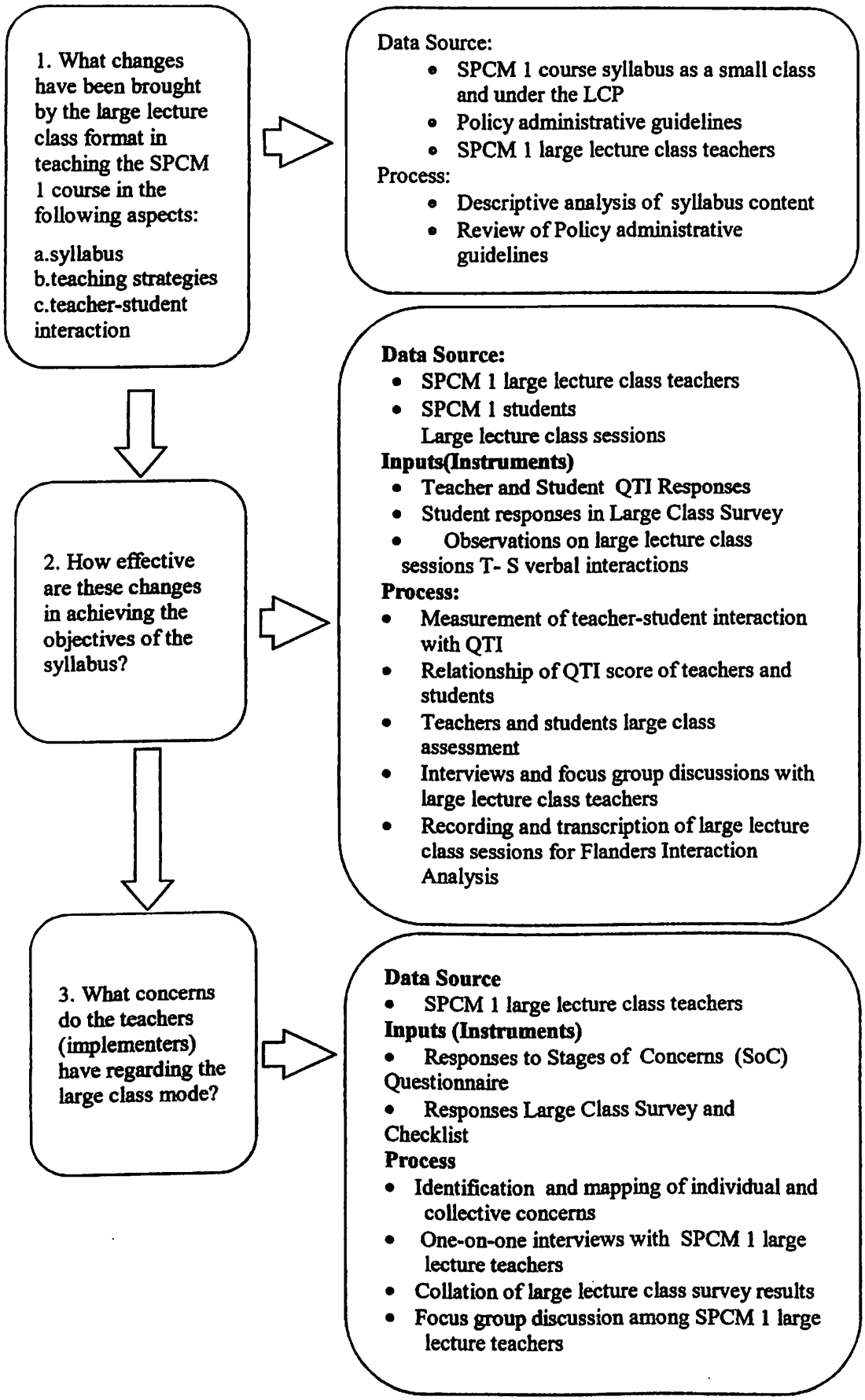

Figure 9. Schematic Diagram of the Research Design

Using these approaches, the research focused on analyzing changes in the course content, teaching strategies, and faculty concerns on teaching large lecture classes in an introductory speech communication course.

Case Profile

The Speech Communications 1 (SPCM 1) is a General Education – Arts and Humanities (AH) course that covers theories and principles of speaking and listening and how these could be effectively and ethically applied in various situations (University of the Philippines, 2010). The course major topics are communication models, nature, channels and levels. The course exposes students to various situations and practice at the different communication levels. SPCM 1 is one of five required general elective courses under the 2010 Revitalized General Education Program (RGEP) (Report on the Focus Group Discussions and the UP System-Wide Conference, 2010)

Prior to 2010, SPCM 1 was taught in small self-contained classes of usually 20-30 students. Since the LCP implementation that year, SPCM 1 underwent changes from self-contained small classes to large lecture-small-sized recitation classes, teaching distribution, load crediting, scheduling, physical setting, and teaching strategies that are stipulated in the UPLB's large class implementing guidelines.

SPCM 1 course is offered every semester using the 1.5 units of lecture and 1.5 units of recitation (1 ½-hr lecture and 1 ½-hr recitation per week). There is one lecture class and one recitation class session schedule every week, totaling 3 hours per week. Each large lecture class has at least 150-170 students. These students are distributed into six recitation classes composed of 25-30 students each. According to the large class policy implementing guidelines, a senior teacher, at least with an assistant professor rank, should handle the large lecture class while

junior faculty members or instructors shall be responsible for recitation classes. (UPLB Management Committee, 2010).

Teacher assignments, time schedules and course guides are finalized at the level of the Speech Communication and Performing Arts Division in the Department of Humanities. The division head consults all SPCM 1 teachers in reviewing goals and objectives, planning and sequencing prescribed projects and activities and assigning their percentage weights. Both large lecture and small recitation class teachers jointly decide on course content and assessment methods for SPCM 1. Both lecture and recitation teachers may singly finalize their teaching strategies in delivering the course while continuing collaborative interaction with those they are paired with.

The large lecture class component aims to provide information and theory in introducing students into the communication course topics. The large lecture class teacher is responsible for designing and conducting two major exams. S/he may opt to conduct class activities and give additional assignments in the lecture classes. S/he is tasked to introduce the topics, build interest and organize lessons for coherence and wholeness. S/he coordinates the activities of the recitation classes running in tandem with his/her lecture section. Usually consisting of 20-30 students, the regular recitation class is where students apply the learned communication theories and practice these in prescribed speech projects and activities. The small class recitation teacher is tasked to conduct the prescribed activities and projects consonant to the lectures and guide and evaluate students' class performance. The recitation class teacher keeps student records. Both large lecture and small recitation class teachers decide the content of the final exam and the other requirements of the course (UPLB Management, 2010).

Student assessment is on a 60:40 ratio where 60% of a student's grade comes from the recitation class activities. The remaining 40% consists of the students' results in the two major exams in the lecture class. Lecture and recitation class teachers are jointly responsible in arriving at a student's final grade (UPLB Management Committee, 2010).

The Participants

The study involved two groups of participants namely, the teacher respondents and the student respondents. These consisted of the six SPCM 1 large lecture class teachers and all students enrolled in SPCM 1 during the second semester of 2014-2015. The recitation instructors were not included in this study since the class component affected by the change is the lecture class. The lecturers were first informed of the study and were asked to participate. All of the six large class lecturers agreed to be part of the study. Permission to ask their students to be included in the study was also granted by all the six large class lecture teachers. There was a total of 1,044 students enrolled in the said semester but in the actual conduct of the data collection, only 716 questionnaires were accomplished because some of the students were absent, had dropped out or were unable to complete the questionnaires satisfactorily. The students entered college in 2011, a year after the LCP took effect and most GE courses in UPLB were offered in this mode, including SPCM 1. All of the participants in this study were assured of confidentiality of the data that they shared.

Teacher Respondents. As Table 5 presents, the age distribution of the teacher respondents is quite diverse with the youngest at 32 and the oldest, 55 years old. The large class teacher respondents have an average of 17 years of teaching with the minimum experience at three years and the maximum number of teaching service at 34 years. Four of the six respondents have taught the course in both small and large class formats. In this study, teachers shall be

referred to as Teacher A,B, C, D, E, and F. The code used for the teacher respondents is based on the number of teaching years in the university with Teacher A as the most experienced among the 6 teacher respondents and Teacher F as the least experienced.

Table 5

Teacher Respondents' Demographic Profile

Qualitative Characteristics		Number of Teachers
Sex	Female	5
	Male	1
Age	30-39	2
	40-49	2
	50-59	2
Highest Educational Attainment	Bachelor	1
	MA	4
	PhD	1
Years of Teaching Experience	34	1
	28	1
	20	1
	11	1
	10	1
	3	1
No of years teaching Under LCP	2	2
	3	1
	5	3

Note: The total number of teachers handling SPCM 1 large lecture classes is 6.

Student Respondents. Instead of opting for a study sample, this researcher opted to get responses from the population of students who chose to take up SPCM 1 as a GE course during the time of study. Of the 716 student respondents, majority is female (66%). A high 95% of respondents are from Luzon. Table 6 shows that second year college students make up the largest percentage of respondents at 40% while the 4th year students were the least in number at 14%. Most of the students have 18 units of load, while some have as low as three units and as high as 24 units.

Table 6

Distribution of Student Respondents by Year Level

Undergraduate Class Level	Number of students	Percentage
1st Year	225	31.42
2nd Year	283	39.53
3rd Year	111	15.50
4th Year	97	13.55
Total	716	100.00

Instruments

There were five instruments used in this study to gather data among the participants in order to answer the research questions. Three of the instruments used are survey questionnaires which were adapted from previous studies, while the other two instruments were researcher-made and used in the one-on-one interview of the teachers and the focus group discussion. Table 7 shows the usage of these instruments in this study.

Table 7

Summary of Instruments Used

Instruments	Features	Purpose	Research Question Answered
Questionnaire on Teacher Interaction	48-item questionnaire divided into eight subscales	To measure teachers' interpersonal behavior in the classroom as perceived by them and their students	1
Interview Exploratory Guide	27 questions	To provide insights in teaching large class	1 and 2
Teacher Interview Survey	Two-part questionnaire where the first part contains 39 items and the second part consists of possible teaching strategies	To gather teaching strategies used and identify problems faced by large lecture class teachers	1 and 3
Focus Group Discussion	7 questions	To gather data on teaching strategies on both modes that help in assessing the effectiveness of the current strategy	2
Stages of Concern Questionnaire	35-item questionnaire divided into six stages	To identify concerns the teachers have about large class	3

Survey Questionnaires. Three survey questionnaires used in this study were the Questionnaire on Teacher Interaction (QTI) Teacher Interview Survey and the Stages of Concern Questionnaire (SoCQ) There are two versions of QTI that were used, one for the student respondents and one for the teacher respondents.

Questionnaire on Teacher Interaction (QTI) for Teachers and Students. The QTI is used to obtain perceptions of interpersonal behavior in a large lecture class setting of students and/or teachers, teachers' perceptions of their own behavior, and the ideal teacher interpersonal behavior. It is also a valuable instrument to reflect the teacher-student interaction happening in the classroom. (see Appendix C for the QTI teacher version)

Among the versions of QTI, the Australian version was used in this study since it is the most economical. Its reliability rating measured by Cronbach's alpha ranged from 0.70 to 0.84 for both student responses and teacher responses. These ratings are found to be acceptable and were almost comparative to the reliability ratings of the original 77-item version from the Netherlands and the 64-item American version (Fisher, 1995; Goh and Fraser, 1996).

The QTI has a five-point response scale, with 1 as Never to 5 as Always. It is scored on the basis of eight sectors or the two summarizing dimensions of influence (DS) and proximity (DO). A typology of teacher interpersonal behavior can be categorized into eight types: Directive, Authoritative, Tolerant/Authoritative, Tolerant, Uncertain/Tolerant, Uncertain/Aggressive, Repressive and Drudging. Table 8 gives examples of statements found in the QTI questionnaire per scale (Rickards, 2003)

Table 8

Sample questions of QTI Items

Scales	Student Version	Teacher Version	Ideal Teacher Version
Leadership	This teacher talks enthusiastically about her/his subject	1. I talk enthusiastically about my subject.	1. My ideal large lecture class teacher talks enthusiastically about my subject.
Understanding	This teacher I trust the students.	2. I trust the students.	2. My ideal large lecture class teacher trust the students.
Uncertain	This teacher seems uncertain.	3. I seem uncertain.	3. My ideal large lecture class teacher seem uncertain.
Admonishing	This teacher gets angry unexpectedly.	4. I get angry unexpectedly.	4. My ideal large lecture class teacher I get angry unexpectedly.
Helpful/Friendly	This teacher is friendly.	I am friendly.	My ideal teacher is friendly.
Student Freedom	This teacher is lenient.	I am lenient.	This teacher is lenient.
Dissatisfied	This teacher is suspicious.	I am suspicious.	My ideal teacher is suspicious.
Strict	This teacher's tests are hard.	My tests are hard.	My ideal teacher has hard tests.

The QTI teacher and student versions in this study had identical statements made from different perspectives. The statements in the teacher version started with the "I" or "my ideal" and the student's QTI had statements starting with "This teacher...". The permission to use this instrument was granted by Dr. Theo Wubbels, one of QTI's original developers and who has continued its development as a valuable instrument to gauge classroom interpersonal behavior and resultant interaction (see Appendix D). In its more than 30 years of existence, QTI has been used in research in Europe and the Americas. In Asia, it has aided research in Israel, China, Taiwan, Singapore, Korea, Malaysia, Indonesia, the Fiji Islands, Thailand and Brunei. (Brekelmans, 2006; Maulana, 2011). QTI has been translated into Chinese, Bahasa Indonesia and Malay. (Fraser, Aldridge, & Soerjaaningsih, 2010; Fisher,Fraser, & Cresswell, 1995)

Interview Exploratory Guide. The semi-structured interview plan contained questions on the teachers' large class teaching experiences, the changes they underwent in implementing the large class policy such as syllabus revisions, team teaching, changes in teaching styles and their concerns regarding student learning outcomes under the present approach and their attitudes or outlook towards LCP's continued implementation in SPCM 1 (See Appendix E).The data that were generated were used in validation of the teaching strategies used, and concerns identified in the questionnaire.

The Teacher Interview Survey. This questionnaire has two parts. The first part intended to obtain faculty responses regarding the problems and challenges the teachers faced in the large class setting, and the second part consisted of a list of strategies that the teachers might use in the classroom. This instrument sought to answer the changes that have been brought by the large class in terms of teaching strategies as well as add to the discussion of the possible concerns the teachers have on the LCP implementation.

The first half of the survey was based on the 39 problems and challenges identified in the final 2001 report of the Australian Universities Teaching Project national workshop. The problems presented to the respondents were classified into seven categories, namely: learning, management/activities, physical/practical, affective factors, interaction, feedback/evaluation, miscellaneous. Respondents then gauged the seriousness of the problem from 1 to 3, where 1 meant least serious and 3, most serious. A column was provided for the respondents to write down their solutions and recommendations per identified problem or challenge (See Appendix F).

In the latter part of the survey, teachers checked the teaching strategies they are using in their large lecture classes. The checklist was constructed from the large class teaching strategies and practices described primarily on the website of the Teaching Large Class Project of the Australian Universities Teaching Committee as well as the best college lecture teaching strategies/practices cited by the Center of Teaching and Learning of the University of North Carolina, Charlotte, the Center for Research on Learning and Teaching of the University of Michigan, and that of Vanderbilt University, among others (Committee A. U., Teaching Large Classes Project 2001 Final Report, 2003) Committee, 2010; UC Berkeley, 2003; Michigan, 2011; Vanderbilt, 2011; Center for Teaching and Learning, University of North Carolina Charlotte; 2011; Hanover Research, 2010). The checklist classified these strategies and practices into four teaching areas: class climate setting (personalization), lecture practices (theory processing), assessment and rewards. The respondents could add more strategies used but not included in the checklist by writing down their other activities and concerns under the corresponding space in the checklist. This was supported by informal comments solicited on

various occasions from both senior and junior members of the Speech Communication and Performing Arts Division and the English Division.

Focus Group Discussion (FGD) Guide. A focus group discussion is intended to answer research question no 2 that sought to determine if the current teaching strategies were effective. The guide is composed of questions about the teaching strategies used for both small and large class, and their perceptions, experiences and attitudes on the present large lecture-small recitation class format of the SPCM 1 course under the University's large class policy (See Appendix G).

Stages of Concern Questionnaire (SoCQ). (See Appendix H). This questionnaire sought to determine at what stages teachers' concerns are strongest with regard to the large class teaching approach. This is the main tool used to answer research question no. 3 on the teachers' concerns regarding their teaching methods in particular. Inevitably, the responses would touch on the LCP in general. Permission to use the SOCQ tool was sought and granted by SEDL, an affiliate of American Institutes for Research, developers of the CBAM tools (see Appendix I).

The SoCQ is a 35-item questionnaire wherein five statements were assigned to each stage of concern. Several studies have proven the reliability of SoCQ, reliability ratings among these studies were found to be from 0.50 to 0.86 which were found to be acceptable (George et al., 2013). Teacher respondents indicate the degree to which each concern is true, relevant for them by marking a number on a 0–7 scale next to each statement. These scores were converted in terms of percentiles. High numbers indicate high concern; low numbers, low concern; and 0 indicates very low concern or completely irrelevant items. There are guidelines in terms of interpretation if some stages are high and some are low (See Appendix J). A sample would be if the group posted a high percentile score at stage 0 (unconcerned), then interpretations to other stages have little significance. Table 9 presents some questions for each stage of concern.

Table 9

Examples of SoCQ Items

Stages	Sample SoCQ Items
0 – Unconcerned	• I am more concerned about another large lecture class innovation/approach • I am preoccupied with things other than this large lecture class innovation/approach in teaching this subject
1 – Informational	• I have a very limited knowledge about the large lecture class innovation. • I would like to know how large lecture classes are better than what we had before.
2 – Personal	• I would like to know the effect of reorganization on my professional status. • I would like to know who are making and will make decisions with the large lecture class approach/innovation in teaching this subject.
3 – Management	• I am concerned about my inability to manage all that the large lecture class approach requires in this subject • Coordination of tasks and people is taking too much of my time.
4 – Consequence	• I am concerned about how the large lecture/small recitation class approach affects students • I am concerned about evaluating my impact on students.
5 – Collaboration	• I would like to coordinate my effort with others to maximize the effects of large lecture classes. • I would like to know what other faculty are doing in this area.
6 – Refocusing	• I now know of some other approaches that might work better for this course • I would like to modify/revise our use of this large lecture class approach based on the experiences of our students.

Data Collection Procedure

Before the actual administration of the questionnaires, all had undergone pre-testing.

The QTI questionnaire was pilot-tested in two English 2 large lecture classes composed of 300 students before employing them to the actual SPCM 1 Class. It was assured that no student in those classes was currently taking SPCM 1 class. These were double-checked for time usage, accuracy and completeness. The answering of the questionnaire took an average of 20 minutes to complete. No major revision was made in the questionnaire. Typographical errors that were found were corrected; unclear statements pointed out were edited.

The rest of the questionnaires including QTI for teachers were piloted on three junior SPCM 1 recitation teachers. The teachers also took an average of 20 minutes to complete all of

the questionnaires given to them. Typographical errors were corrected and unclear statements explained and edited. No major revision was made in the questionnaires.

This study had four phases of data collection namely the gathering of syllabi used under small and large class mode, gathering of survey responses, transcription of interviews and focus group discussions, and recording and transcription of actual class observation. This section discusses how the data for each phase were collected. A Gantt chart of data gathering activities is presented in Figure 10. Data gathering started with the request of the SPCM 1 syllabus from the Department of Humanities up to the last phase which is the conduct of the focus group discussion.

2015 Activities	Jan	Feb				Mar				Apr				May	
	W1	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2
Request and acquisition of syllabus from teacher respondents															
Pretesting of questionnaires															
Editing and finalization of the questionnaires															
Request and retrieval of grade records of SPCM 1 students from the Dept. of Humanities															
Actual Class Observation															
Distribution and Retrieval of Questionnaires to teachers and students															
One-on-one interview with teacher respondents															
Focus group discussion															

Figure 10. Data-Gathering Activities and Schedule

Phase 1: Gathering of Syllabus. Syllabus used by teachers in SPCM 1 starting from AY 2007-2008 to second semester 2014-2015 were requested from individual teachers and the Department of Humanities. Three different versions of syllabi under the small SPCM 1 class

mode were gathered and these came from different teachers. Syllabus copies of large SPCM 1 classes were gathered from eight semesters starting first semester 2010-2011.

Phase 2: Survey Administration. Before the conduct of the student survey, the researcher asked permission from the lecturers to distribute the QTI in their lecture classes and without the latter's presence. The researcher then went to the specific sections and explained what the survey was all about; after which, she distributed the questionnaires and waited for the students to finish. It took an average of 20 minutes to administer the questionnaire in each of the lecture section. On the other hand, the QTI, Teacher interview survey, and Stages of Concern (SoC) questionnaires were personally given to the participating large lecture class teachers and were returned to the researcher within five days.

Phase 3: Interviews and Focus group discussion. In addition to the questionnaires, one-on-one interviews with SPCM 1 teachers were conducted at mutually convenient times and venues other than in the faculty room. Follow-ups for the interview were made in person, by text, social network, and email. A teacher opted to be interviewed in her cubicle in the faculty room. Others agreed to be interviewed in the University cafeteria or cafe inside the campus during lean afternoon times when distractions were few or none at all. The one-on-one interviews took around 30 to 45 minutes to finish with every teacher respondent.

Availability was later sought to decide the time and venue for the focus group discussion (FGD). The venue for the FGD was agreed to be in a café located in a building inside the campus. Five of the six teacher-respondents were able to attend the scheduled FGD to validate and add insights on the information obtained from the questionnaires on their experiences of these teaching changes and their implications. One teacher was not able to make it because of theatre performances. The discussion lasted for one and a half hours.

Phase 4: Class Observation. Approval was obtained from the six teacher respondents to observe at least one lecture meeting of their class. A video recording of the whole class session was done and only the first 20 minutes of the class were recorded. Majority of the different activities being done in the class were observed in the first 20 minutes of the class. The rest of the session is lecture type of strategy. As much as possible, lecture sessions on the same topic were recorded. Unfortunately, because of teachers' availability and schedule constraints, comparing teaching strategies was limited to analyzing three sessions on verbal communication/vocal variety, another two classes dealing with another lecture on non-verbal communication/body language, and one class on a lecture on public speaking.

Data Analysis Procedure

This section presents how each of the research questions were answered based on the data collected. The three research questions to be answered in this study and the analysis were as follows:

Research Question 1

Research question 1 sought to identify the changes from small class setting to the large class setting in terms of the syllabus, teaching strategies, and teacher-student interaction.

Table 10 summarizes the analysis made to determine the changes made in the syllabus and teaching strategies.

Table 10

Summary of Analysis done to determine Changes in terms of Syllabus and Strategies

Source	Data	Analysis	Results
Syllabi from the two modes	Contents, class schedule, grade distribution	Obtain similarities and differences	Changes in the syllabus from small class mode to large class mode
Teacher Interview Survey	Teaching Strategies, concerns in small and large class mode	Tabulation of the teaching strategies used by the large lecture class teachers	Changes in the teaching strategies from small class mode to large class mode
One-on-one Interview	Teaching Strategies, concerns in small and large class mode	Identification of the common teaching strategies used by the large lecture class teachers, concerns and recommendations	
Focus Group Discussion	Teaching Strategies, concerns in small and large class mode	Corroboration of the common teaching strategies used by the large lecture class teachers, observations, concerns and recommendations	

To determine the changes in syllabus, syllabus from each mode had been assessed in terms of course content (objectives statement, topic selection and sequencing), time scheduling, and assessment tools. For each component of the syllabus, similarities and differences were presented.

To determine the changes in teaching strategies, responses from the one-on-one interview of the teachers were used to identify the teaching strategies under the small class mode. On the other hand, results from checklist part of the teacher interview survey were tabulated and the common teaching strategies used in the large class were determined. Similarities and differences from the teaching strategies were presented.

Table 11 shows the analysis of determining the interaction observed for both modes.

rows. Each column and row represents one of the ten categories of the Flanders's coding system (see Table 2). A heavier concentration of tallies in a certain area gave information about who was talking and what kind of talking was taking place. Percentages of teacher talk, pupil talk, and silence were tabulated to determine the verbal processing between teachers and students. A computation guide for Flanders Interaction Analysis can be found in Appendix K.

Results from the QTI, Flanders Interaction Analysis, as well as responses from the one-on-one interview were integrated to identify the teacher-student (T-S) interaction observed under the large class mode.

Research Question 2

Research question 2 sought to answer how effective the current teaching strategies are in achieving the course objectives.

Teaching strategies observed in both small and large class were presented. Responses from the focus group discussion were summarized to determine the advantages and disadvantages observed in the small and large class in terms of the implementation of the teaching strategies they employed/ they want to employ. The pros and cons were weighed between the two modes and from this, the effectiveness of the current teaching strategy was determined.

Research Question 3

Research question 3 sought to identify the concerns the teachers have regarding their teaching methods.

In order to answer this question, the main tool used was the Stages of Concern (SoC) Questionnaire. Statements were categorized according to the identified seven stages of concern and their responses on the Likert Scale averaged. This served as the data point for each teacher.

Percentile scores on every stage of concern were computed for each teacher. Group profile was generated and interpreted. If there are differences found in the individual profiles, results were also be highlighted. Results from the scores generated in every stage were validated through the focus group discussion. Aside from the concerns identified in the questionnaire, concerns coming from the interviews were also presented.

Chapter IV

Results and Discussion

This chapter presents the data yielded in this study. Qualitative and quantitative findings generated from the surveys, interview, and focus group discussions, and class observation results are analyzed and discussed in this chapter.

This chapter is divided into three parts corresponding to the three research questions. The first part presents the changes brought about by the large lecture class –small recitation class mode on the SPCM 1 syllabus, large lecture class teaching strategies and teacher-student interaction. The second part assesses how effective the current teaching strategies were in achieving the course objectives and the last part identifies the concerns the teachers have in the implementation of the large class policy.

Research Question 1: What changes have been brought by the large lecture class format in teaching the Speech Communication 1 course in the following aspects a) the syllabus, b) teaching strategies, and c) teacher-student interaction ?

A. Syllabus. There are three syllabi gathered from different teachers under the small class mode and eight syllabi for the first and second semesters from 2011 to 2015 under the large class mode. The syllabi gathered were compared according to the course content, class scheduling, and grade distribution.

It has been observed that although similar in content, the format differed among the three syllabi gathered under the small class mode as prepared by the individual teachers. On the other hand, under the present large class mode, the division head prepares the final format of the syllabus to be used in all lecture and recitation classes every semester. The course content of SPCM 1 between the two modes are essentially the same. As there have been no changes in the

curriculum during this transition, content change in syllabus cannot be done unless justified by proponents following a protocol. In this case, the same course description was carried over from the regular small class to the large class mode.

The major difference in the syllabus between the two modes is the sequencing and scheduling of topics. From interview comments of the teachers, it was found out that the course outline under the small class mode is written in a relatively general manner that allows classes to be flexible enough for the teachers to cover more ground about a specific topic as he/she thinks is sufficient in meeting the course objectives. On the other hand, since the SPCM 1 under the large class mode has the lecture and recitation component, a schedule had to be created to track and synchronize the activities between the components. This is done following the idea that the concepts will be introduced in the lecture component and the application of the concepts will be done in the recitation component. An excerpt of a schedule being followed in the SPCM 1 class is shown in Table 12.

Table 12

Sample Weekly Course Schedule in the Large Lecture -Small Recitation Class Format

Schedule	Topic (Large Lecture Class)	Activities (Small Recitation Class)
Aug 13, 15	Course Guide Orientation Speech Anxiety	Orientation Self-□introduction speech
Aug 20, 22	1. Nature of Speech 2. Communication Models Assignment: Bring art materials	1. Create Communication Models 2. Explain by pair/group in class
Aug 27, 29	Listening • listening process/model • barriers • strategies on how to improve listening skills	1. Provide listening assessment test 2. Analyze listening habits through video clips 3. Discuss propaganda techniques
Sept 3, 5	Language and Demo Speech • definition • subsystems • nature • characteristics • ethical use of language	1. Facilitate workshop on Oral Style Language 2. Provide exercises in simplifying passages Assignment: Prepare for a demo speech

Following consultations and agreement with the concerned teachers, the division head prepares the weekly schedule of the SPCM 1 course guide in the large lecture-small recitation class format with clearly prescribed specific recitation activities and assignments in tandem with the lecture lessons. The study schedule distinctly showed the segregation of lecture presentations from recitation speech projects and activities.

The teachers found difficulties in following the schedule particularly because of unforeseen, unscheduled class suspensions caused by typhoons, special holidays or school events and the like. In this case, affected teachers shortened lessons in order to cover all topics to stay on schedule despite the reduced number of days, and stay in synch with the recitation activities. In other cases, unaffected recitation class activities are conducted ahead of the concept

introductions in the delayed lecture classes. Teacher respondents also remarked on losing the sense of complete class management – from totally determining the length and flow of discussions and facilitating concept applications – to comply with the large lecture/small recitation class mode. As Teacher E noted, "*Before, without the large class, we had the "freedom" in managing the class. We only had an outline indicating how long we should tackle a certain topic. Sometimes we can even rearrange that. But we could not do that anymore (under the LCP). The topics in the lecture should be structured so that it will be synchronized with the entire faculty*". In terms of course requirements, some projects or activities like interviews, field trips, Filipino communication concepts and class discussions in the small SPCM 1 classes had been either deleted or simplified to ensure the smooth flow from lectures to the required recitation class activities. At the same time, while the purposes and number of required speech projects remain the same among teachers, some slight variations were observed in the manner and nature of activity the speech objectives were carried out in the small self-contained classes and in the small recitation class component under the large class policy (LCP).

Despite differences on the nature and individual graded weights of SPCM 1 projects and activities depending on the decisions of the teachers of each class or section, the assessment percentage remained 60% (oral performance, project) and 40% (major exams) to arrive at the final grade for the subject in both small self-contained classes and under LCP's large lecture-small recitation class format for SPCM 1. Under the large class mode, the major exams were done in the lecture classes while the speech presentations were done in the recitation classes.

B. Teaching Strategies. Under the small class mode, teachers employed various teaching strategies that encourage more exchange of ideas between teacher and students and appeal to various class character and responses, rather than teacher-centered discourse. According to the

teacher respondents, they used student reporting as an activity to aid in discussion topics rather than conducting straight lectures. Though lectures could not be avoided, teacher talks or discussions naturally flowed and were interspersed with classroom activities or short quizzes, and drills. According to the interviewees, teaching strategies employed were adjusted according to the student responses they get in the classroom. While making use of the fluid approach in delivering the course content, the teachers saw to it that the course content would be tackled from concept to application holistically and sufficiently in the semester.

The teaching strategies in the large class mode are presented in Table 13. Majority of the teachers used lecture as the main strategy in teaching the course. Lectures relied heavily on teacher talk and slide presentations. Teacher talk in the observed large lecture classes was peppered with words or phrases like *"Ok", "What do you think?", "Do you understand?", "Any comment, questions"* and the like. Although it can also be seen that the many strategies were being employed by some teachers, illustrating that they put effort on effectively teaching the course despite the large number of students in the class.

Table 13

Teaching Strategies Used by Large Lecture Class Teachers

Teaching Strategies	(N = 6)
Lecture/rhetorical questions	6
Visual presentations	6
Self-assessment questionnaires	4
Group discussion triggers – think-pair,share; brainstorming,etc.	3
Storytelling	3
First-person experiences	3
Immediate mastery quiz	2
Group presentations/game	2
Short readings	2
Total group response	2
Role play	2
One-minute paper	2
Pro and con grid/debate	2
Case study	2
Narratives	1
Guided analysis	1

Note: N= 6 represents all the six lecture class teachers

Teacher respondents also used various media to clarify concepts to their students. For example, on the concept of voice and vocal variety, Teacher E made students guess the names of famous actors through audio clips. Teacher D started the same lesson with tongue-twisters. In explaining to the students how to select a speech topic, Teacher A narrated her own experiences to prove one's life story is a huge bucket of speech topics. She makes it a point to require students to have a notebook and a ballpen to take down notes. "*Using your hands and eyes enhances your cognitive power instead of passively listening and taking photos*'" she said. Teacher D used non-verbal methods to illustrate a specific topic. Teachers C, E, and F concurred and described their efforts to engage students with related physical and mental activities that break the lecture into manageable teacher talk segments or information chunks.

Various teaching strategies are employed by the teachers in both modes. But most of the large lecture class teacher respondents are giving more lectures in the large class mode than

using more varied strategies to engage students as they did when they taught SPCM 1 course in the small class mode. As Teacher C narrated, "*Before when it (SPCM 1) was small-sized, my teaching strategy was so different. For example, there was a time in non-verbals... When I entered the class, I was all body painted. And with candles, I was dancing and dancing from the beginning to the end of the class. And then exit. WITH NO WORDS! In the next meeting, I explained the connection of that activity to the lesson (of non-verbals). Yes, it cost me two meetings, but I was able to afford (it) because we met twice or thrice a week! Teachers could afford those kinds of strategies before, but now, due to the large class policy, we meet only once a week (for lectures). We cannot afford those (activities) because the only goal is to finish the lesson*". Teacher A noted that as much as professors wanted to give more activities, they couldn't because of time restriction, as indicated likewise in Table 13. Furthermore, it is important to note the number of teachers who use other strategies apart from lecture is small. The table shows that strategies that encourage more critical thinking and application of knowledge and skills learned like debate, case study and guided analysis were used by only one to two teachers among the six surveyed respondents.

Interestingly, Teachers A and F were found to employ most of the listed strategies. Teacher A has the longest teaching experience and her knowledge proved valuable in using several strategies in her lecture classes. On the other hand, the novelty of the new mode, and her non-tenure status may have motivated Teacher F to maximize her teaching efforts for personal success and job satisfaction which may be considered as motivation factors (Sanidad, 2013). These findings corroborate the results of the interview and the concerns expressed in the Stage of Concerns (SoC) questionnaire, which will be presented and discussed later in this report.

C. Teacher-Student Interaction. Teacher respondents, who both handled the SPCM 1 class course in the small class and large class modes, felt they had closer interpersonal relationships when their classes numbered from 20-30 students only. Teacher C noticed, *"...your students are more personal. As a matter of fact, they end up as your friends....Because of all those rehearsals and group work, they end up as friends and would ask for a sem-ender."* Four of the teachers said that they could even cater to each student in small class and help them in their activities through one-on-one discussions. Students were observed to express their thoughts freely in a small audience.

As for the large class, there seemed to be a unanimous perception among large class teachers that there is lesser interaction between them and their students as expressed in both individual interviews and focus group discussion.

Teacher A said, *"Participation is important but it needs to be done physically and in the lecture classes, you do not have time for that...you cannot marry a person mentally. You really have to be physically involved."*. Teachers B and C reasoned that students normally experience communication apprehension or lack of self-confidence to answer the teacher in the presence of a large audience. Teacher respondents felt confused as to whether they were understood or not when students do not react. Teacher B remarked she has no close personal relationship anymore with the students. All teachers cited difficulties in students' names inside or outside the classroom. They agreed that it is difficult enough to memorize 20-30 names in small classes and impossible to memorize names of 100 students or more in the large lecture classes. As teacher B remarked *" It's not that because you are less caring, per se, but it is just that you do not have the time. You are always in a hurry. At gusto mo namang mag-care at alamin what's going on. But you do not have the time....you start with who they (the students) are. Tawagin mo sila sa*

pangalan nila. Eh ako, di ko sila kilala. (You want to call them by name but you don't know them. I don't know them."

According to Teacher E, they are tasked to engage their students in the discussion as the course is about speech communication. They should be the role model in delivering a good speech, but "*As a SPCM 1 teacher, I am teaching that public speaking can never be interactive and large lecture is public speaking. Therefore, why make it interactive? Is it dyadic? Is it a small group? No! It's public speaking.*" During class, teacher C reiterated that teachers can actually motivate the students to raise their hands and share their opinions. But because of the size, majority of the students are afraid to speak. As teacher C shared, "*You would bring your microphone with you and give it to them. Then you would have to somehow force them,...If you won't speak, I will fail you!" So they will speak.....in fear. But you still cannot do that to every student because it (the class) is large.. Also you cannot reach everyone because all the microphones are wired, and the wire is limiting you to reach such person.*" The teacher respondents revealed their use of various platforms to be able to reach their students. They use social media such as Facebook, Edmodo, Schoology, etc for them to post additional materials and announcements and for students to clarify concepts discussed in the class. Nonetheless, Teacher A noted, "*No amount of technology can replace personal interaction. You are being connected, artificially, by electronic means. You cannot observe things like facial expressions in chat rooms. Technology can connect people only up to a certain extent.*" Also noted was the decrease in the number of students consulting with the large lecture class teachers.

Table 14 presents the average ratings of teachers' interpersonal behavior according to their perceptions of their own and ideal behavior and those of the students' perceptions as

gauged on a Likert scale where 1 means never; 2-almost never; 3-neutral; 4- almost always and 5-always.

Table 14

Comparison of Average Questionnaire on Teacher Interaction (QTI) Scores from the Responses of Teachers and Students by Class Section

		Mean Item Score for Teacher Interaction					
Scale	**Form**	**A**	**B**	**C**	**D**	**E**	**F**
Leadership	Teacher Actual	4.5	3.67	4.2	4.17	4.17	3.83
	Teacher Ideal	0	4.83	0	5	4.83	5
	Student Actual	4	3.94	4.26	4.31	4.26	4.28
Helping/Friendly	Teacher Actual	4.4	3.5	4	4.5	4	3.83
	Teacher Ideal	0	4.5	0	5	4.33	3.67
	Student Actual	3.8	3.58	3.74	3.99	3.85	3.86
Understanding	Teacher Actual	4.67	3.5	4	4.5	4.33	4
	Teacher Ideal	0	4.67	0	5	4.83	4.67
	Student Actual	4.02	3.81	3.77	4.23	4.02	4.22
Student responsibility/freedom	Teacher Actual	2.5	2.33	3.33	2.5	2.33	2.83
	Teacher Ideal	0	2.17	0	2.67	2.5	2
	Student Actual	3	2.76	3.04	2.82	2.73	2.76
Uncertain	Teacher Actual	1.5	1.33	1.5	2.33	1.33	2.67
	Teacher Ideal	0	1	0	1	1	1
	Student Actual	1.94	1.89	1.89	1.81	1.86	1.65
Dissatisfied	Teacher Actual	1.75	1.33	2	1.83	1.17	2.5
	Teacher Ideal	0	1.33	0	1	1.67	1.5
	Student Actual	1.72	1.96	2	1.68	1.87	1.58
Admonishing	Teacher Actual	2	2	1.67	2.67	1.5	2.67
	Teacher Ideal	0	1.33	0	1.33	1.5	1.5
	Student Actual	1.72	1.98	2.43	1.69	1.94	1.59
Strict	Teacher Actual	3.6	3.5	3	3.17	2.67	2.83
	Teacher Ideal	0	3.5	0	2.33	2.83	2.5
	Student Actual	2.37	2.79	3.01	2.46	2.7	2.47

Note: Teachers were coded from most number of years (A) to least number of years (F)
An entry of 0 means that the teacher did not answer the questions pertaining to the Ideal Teacher scale

It can be observed from the table that the teachers' leadership, helping/friendly behavior and understanding sectors were rated high by the teachers themselves and the students with an average score of 4 (Almost always).

Students gave the entire six teacher respondents high rates as leading, friendly and understanding figures in the class, higher than the teachers' self-perception scores. The same holds true for the subscale of student freedom and responsibility, meaning students perceived they were able to express themselves and given responsibility more than the teachers themselves think they are giving the class. Teachers' self-ratings as being friendly and understanding were higher than the students'. In terms of the negative teacher behavior scales - uncertain, dissatisfied, strict, admonishing, and strict – teachers' own perceptions were often higher than the students' perceptions. For example, on the strict subscale, teachers A, B,C,D and F see themselves as strict with scores 3 (neutral) to 4 (almost always) but students see them as not that strict with a score of 2 (almost never) to 3 (neutral). Only the students of Teacher E had their strict perception higher. The ideal teacher perceptions were generally higher for the positive Dominance-Cooperation sub-scales and less for the negative scales. Teachers A and C had no scores for an ideal large class teacher. Teacher C refused to rate the ideal large lecture class teacher, saying he did not believe in the large lecture class. "*The large class destroys the ideal teacher*", he said, *"it compartmentalizes his abilities, his strategies."*

The computed QTI data were then interpreted using the typology of interpersonal profiles. (Please see Figure 3) The interpersonal profiles of the six teachers were found to be tolerant/authoritative (Teachers A and E), directive to directive/strict (Teachers B, C and F) and authoritative (Teacher D). An earlier study on teachers in Singapore, Brunei, and Australia found these three interpersonal profiles were also present. (Rickards, 2003) Actual class observations and interviews were consistent with the description of a tolerant/authoritative teacher as being experienced, having varied teaching strategies and approaches and able to foster

closer relations with the students (Wubbels, 2006; Fisher, 1995). For more description of these profiles, see Appendix A.

Teacher A has the longest teaching experience with 34 years as attested by this teacher's self-rating in leading, helping/friendly and understanding subscales. During the class observation, Teacher A kept her students' attention on the importance of speech planning with her examples of poor and good speeches while engaging them and personalizing her lecture humor and personal stories. This tolerant-authoritative atmosphere bodes well in obtaining positive student response and engagement to the lessons. This observation is reflected in the high perception score students gave to Teacher A on the student freedom/responsibility subscale in Table 14. Self-scores on strict subscale is much higher than the students' ratings. Students view the learning environment with Teacher A as directive with standards set and rules to follow.

Teacher B is a senior and experienced faculty member and as class observation showed, runs a well-structured directive class atmosphere. Her interpersonal style is mostly lecturing. During the class observation, she dominated classroom time and held the students' interest because of the thorough knowledge she communicated to the students on the concepts of voice production and intrapersonal communication. Her self-perceptions on the subscales of helping/friendly, understanding are not as high as the other teachers' self-perceptions and as perceived by her students with her self-rating on leadership as the lowest among the teachers.. Her scores in the admonishing and strict behavior sub-scale show Teacher B's desire to exhibit less anger and irritable behavior. These scores indicate the highs standards she set for herself and her students. These also reflect Teacher B's belief and concerns of not being as effective in teaching SPCM 1 in the large class mode as she had been in the small class mode. This belief and concerns were expressed in the survey/interview, group discussion and in her answers in the

Stages of Concern questionnaire. Nonetheless, outcomes from this type of teacher like Teacher B are above average (Fisher,1995).

Teacher C is a senior and experienced faculty member who dominated classroom time and held the students' interest firmly by the force and flair of his personality. Teacher C perceives himself highly in leading, helping/friendly, understanding and giving students' freedom and responsibility. A teacher whose scores in the subscales of being uncertain, dissatisfied and admonishing were lower than the students' perceptions would describe someone who keeps a tight rein on the students and who insists on rules and procedures to be followed. His directive profile is characterized by a well-structured, task-oriented learning environment and someone whose high standards are seen as demanding (Fisher, 1995). As interviews and class observation show, Teacher C does not hesitate to show anger and call on students who misbehave or are inattentive.

While being perceived as a directive teacher by the students, Teacher D perceives herself to be tolerant and authoritative, a profile that produces good work from the students because of the teacher's enthusiasm and openness. As reinforced by the actual class observation, Teacher D's lessons were viewed as well-planned with clear rules. Both Teacher D and students adjudged the interaction-teaching behavior as authoritative, meaning the learning environment is well-structured, pleasant and task-oriented. While lecturing may be the primary method, Teacher D is perceived using different techniques. During the particular class observed for this study, Teacher D engaged the students in the lecture by letting them participate in a personality test/contest and relating common-day situations to relate to the non-verbal communication lecture. During the interview, other activities like pronunciation drills, games and other energizers, one-minute paper were also mentioned.

Meanwhile, Teacher E has been exposed to teaching various class sizes before and now in the university. She had been one of those who checked many teaching strategies in this study's survey. Teacher E gave points to students' who had fun guessing voices of celebrities during observed class. Teacher E's students rated their teachers' interpersonal behavior as directive, however indicating perceptions of knowledgeable, credible teachers who head a well-managed class and expect high standards of learning but may not be approachable and prone to anger when the standards are not met (Rickards, 2003)

The well-structured and task-oriented learning environment of Directive Teacher F was also confirmed by class observations and interviews. Teacher F is one of the oldest and has had long work experience prior to joining the academe but is relatively new in the teaching field, hence her leading rating is lower than her own rating of her uncertainty is higher compared to her students' perception and highest among teachers, indicating a desire to show less uncertainty and also dissatisfaction, and admonition. Perhaps the teacher may not be angry, just appears to be. These may explain the tolerant authoritative interpersonal style the students perceive her to exhibit in class instead of the directive style while having student-run energizers, quiz contests and humorous anecdotes during the lectures (Fisher, 1995).

Data derived from Flanders Interaction Analysis show that teachers generally engage in lecture type class discussion 60% of the total contact time of one hour and thirty minutes. Table 15 presents the data derived from the Flanders Interaction Analysis.

Table 15

Results of Flanders Interaction Analysis by Class Section

Items	Class Section					
	A	B	C	D	E	F
Teacher Talk (%)	86.17	86	84.5	84.1	94.4	59.2
Student Talk (%)	10.6	13.32	14	12.8	3.6	38.01
Silence/confusion (%)	3.2	0.7	1.5	3.1	2	2.8
Motivation (indirect control) (%)	65.5	57.6	39.5	60.3	25.9	44.6
Teacher Influence (Direct) (%)	52.6	19.7	35.8	56	21.4	40.6
Ratio between Positive (P) and Negative (N) Reinforcement	1.9	1.32	0.65	1.5	0.34	0.8
	P>N	P>N	P<N	P>N	P<N	P<N
Indirect (I) and Direct (D)Talk Ratio	1.11	0.24	0.55	1.3	0.58	0.68
	I>D	I<D	I<D	I>D	I<D	I<D

Note: Teachers were coded from most number of years (A) to least number of years (F)

The table shows the teachers dominating class time as evidenced by the high percentage of teacher talk compared to the percentage of student talk across classes. Expository in nature, these lectures consisted of verbal discourse on the scheduled topics. PowerPoint presentations were the regular tool used to present the lessons in the large classes aside from other visual aids or examples and corresponding short activities. Most teachers had their teacher talk time spent for the lecture to explain topics and ask questions. Instruction-giving (Category 6) is in the context of group activities that have the teachers give directions on how to do the group exercises or call students either individually or as a group to interact. Praises and encouragement are implied with the common expressions of teachers such as "*okay, galing mo, well done, correct, ganda mo*" and other positive descriptors". Asking questions may also be implied when sentences end with "*okay*" which contextually may be a sincere question to clarify the students understanding. Although at times, the *"ok or no"* word are so often repeated to sound like a speech crutch (See Table 2).

The observed class sessions showed teacher-centered classroom environment with the teachers initiating the lecture and interaction that goes with it. The lectures observed were usually in varying lengths of 10 to 20 minutes. During this time, the teachers' efforts to keep the students' attention include asking clarificatory questions ("okay", "no") or directions to students, either individually or collectively to respond to or do some exercises. Students are encouraged to answer (in case of communication apprehension) or are praised (word, prizes, points) for good efforts. Some feedback observed also included negative-sounding teacher comments said more in jest to keep the teacher-student talk going.

Teacher A's teacher talk consisted of praising and encouraging student response in the course of the lecture; that is more positive than negative reinforcement for student learning. The most observable interaction patterns were teacher asking questions in relation to the subject or seeking clarification in nature. Motivation is high given Teacher A's interpersonal style. Students were made to write down notes from what they get out of listening and the visual presentations, reinforcing the idea of student responsibility for their learning. Teacher A scored highest among the teachers in terms of indirect influence; that is, praising and giving encouragement, asking questions and accepting feelings items for Flanders Interaction analysis.

Teacher B has very high data points for lecturing, scoring the highest percentage in teacher talk. Being one of the more senior faculty members, Teacher B's observed lecture enriched the technical explanation of intrapersonal communication with personal anecdotes related to the concept, clarificatory questions like "ok?" to ensure students' listening stance and appropriate humor. Time being an influential factor, Teacher B made sure the lesson was completed in time. This follows the directive interpersonal style indicated in her QTI scores. Teacher B's positive reinforcement is more than her negative reinforcement during the lecture.

Teacher C's teacher talk similarly runs with asking questions, giving instructions. However, in this case, there is more negative reinforcement perceived than positive reinforcement. Some verbal feedback observed also included negative-sounding teacher comments, *"...come here, shy boy...come here, we're being videoed."*, said more in jest to keep the teacher-student talk going that rated a 2 (praising or encouraging) instead of a 7 (criticizing or justifying authority)

Teacher D's teacher talk was mostly made up of asking questions, lecturing and giving commands . In this session, the teacher's lectures consisted of much non-verbal exercises or postures to explain the concept of non-verbal communication. This presentation mode warranted the teacher to ask students to gauge their understanding of the topic and of expectations in case of doing the exercises.

Lecturing and instruction-giving also characterized Teacher E's class interaction. In this session, the teacher explained the concepts and processes of intrapersonal and dyadic communication. By the abstract nature of the lecture, Teacher E spent the most teacher talk time with minimal verbal interaction to exercise influence such as accepting students' ideas, praising or encouraging remarks.. Direct teacher influence was evident in the concentrated presentation of the to do's and not to dos of the transaction process. The nature of topic could have affected the reinforcement ratio, with Teacher E's talk rated negatively reinforcing than being positive.

It is important to note that Teacher F yielded classroom time to the students as shown by the 38% student talk. During the time of classroom observation, a section of students were called to lead the whole class in an energizer activity. Teacher F called on students to demonstrate, do some role-playing or answer questions between lecture bites including physical demonstration of concepts. Live explanation on the topic, embedded video clips in the PowerPoint presentations.

Teacher F wove in related conversations that students sustained while being introduced to the concepts under study. A likely explanation for the variety of activities could be Teacher F's novelty in handling a large lecture class. Despite the different learning stimuli, the ratio between positive and negative reinforcement was inclined to be negative. Previous studies have shown that communication apprehension in large classes has affected students' interaction (Cuseo, 2007). During this lecture, students knew they had to join and facilitate a group energizer with little preparation and they knew their name may be called anytime to answer a question or comment on the lesson.

In sum, the observed class sessions, being mostly consisting of teacher talk, showed the teachers initiating the interaction through lecture. Information transfer (uninterrupted teacher talk) observed were usually in varying lengths of 10 to 20 minutes. During this time, the teachers' efforts to keep the students' attention include asking questions to clarify ideas (*"okay?", "all right?", "no?"*) or directions to students, either individually or collectively to respond to or do some exercises. Students are encouraged to answer (in case of communication apprehension) or are praised (word, prizes, points) for good efforts. It may be said that there is a positive relationship between positive and negative reinforcement and direct and indirect talk. The results indicated that when there is more indirect talk (categories 1, 2, 3), there is also positive reinforcement.

In this analysis, it can also be observed that teachers have different teaching strategies employed during their lectures. Although the teacher-centered lecture type is very evident, they tried to combine it with a variety of exercises and activities to engage the students and keep them focused on the subject at hand.

The perceptions of teacher respondents regarding minimal interaction in their large classes were drawn out from the interviews conducted and validated by the respondents' QTI scores earlier presented.

Summary of Research Question 1 Results. The course content remained the same from small to large class mode. The scheduling of the topics is subject to review every semester and may change depending on the teachers involved in the course. Uniformity of the syllabus was also observed used by all teachers because of the lecture-recitation tandem of handling SPCM 1 classes where its primary purpose is to synchronize the schedule of the topics of the two components. However, the strict scheduling of topics and rigid segregation of lecture from recitation activities have led to the restriction of the teaching strategies that large class teachers could use.

This is also the main reason why the main teaching strategy observed in the large class mode is the lecture type. Because of time constraints, lecture teachers could not employ some teaching strategies they used in small class mode class such as student reporting, and non-verbal methods. Nevertheless, majority of the teachers tried to employ many teaching strategies accompanying the lecture type of discussion such as one-minute paper and games. They even use technologies to present the topics. The teaching method employed in SPCM 1 remains conventional and expository in nature with little student interaction and mostly teacher-initiated. As evidenced by interview results, surveys and class observations large lecture classes were found to be teacher-centered with PowerPoint presentations as the most commonly used teaching aids.

With the lecture teaching strategy, the large lecture class teachers generally perceived less classroom interaction than what may have been perceived by their students. Less teacher-

student interaction is one of the most widely-held results or challenges of large classes that undermine their being effective learning environments (Cuseo, 1997). The debate rages though on the relationship between large class and variables like teacher-student interaction and student outcomes (Hanushek, 2002; Krueger, A., 2003). Nonetheless, literature in the recent years have increased on progressive lecturing techniques and best interactive large class lecturing methods and practices from noteworthy universities like the University of Berkeley, Michigan, Vanderbilt, and Maryland.(Schiming,n.d,;AUTC, 2003; Hanover Research, 2010; Cashin, W. 2010). Literature on teaching strategies with communicative language activities at play (Richards, 2006; Galloway, 1993) and studies like those of the hybrid public speaking course of Virginia University encourage using flexible face-to-face, web and media-assisted channels to deliver a public speaking course show great promise in meeting large class demands of said course (Preston, 2008)

Due to time and size, teacher-student interactions in large classes is deficient as perceived by the teachers compared to the small class mode and as evidenced by findings from the Flanders Interaction Analysis. The anonymity of students in the large class has been a problem to teachers due to the size. However, students perceive teachers' interpersonal profiles generally positive, even posted higher QTI scores on subscales depicting positive interpersonal behavior and lower QTI scores on subscales depicting negative behavior as compared to the teachers' ratings of themselves. Nonetheless, teachers who have experienced both modes believe that teacher-student interactions in large lecture classes remain deficient for student learning and the small class mode is the best way to teach SPCM 1.

As Teacher A explained, *" Learning in the communication arts takes place when you allow the students and teachers to share ideas, to have time for mental gymnastics, for students*

and teachers to sharpen their minds by sharing knowledge....and subjecting them to analysis and criticism. It is time-consuming and it's generally unstructured because precisely that's where life is of this learning process."

Research question 2: How effective are the current teaching strategies in achieving the course objectives?

Current Structure of SPCM 1. The SPCM 1 course syllabus states the course description as "Theories and principles of speaking and listening and their effective and ethical applications in various situations". Its general objectives were for the students 1) to explain the nature of the communication process; 2) to demonstrate perceptiveness and critical thinking in everyday speaking and listening experiences; 3) to respond appropriately to communication problems at all levels; and 4) to use thought, verbal, and non-verbal symbols effectively and ethically in different communication situations. These objectives have remained unchanged since the small class mode.

The large class in SPCM 1 is divided into two components, the lecture and the recitation. All the concepts are discussed in the lecture class and the application is pursued in the recitation class. Two teachers are responsible in order to achieve the course objectives. For the teacher respondents who experienced the two modes, there was a significant shift in approach on how they have to introduce topics especially the concepts. Adjustments were necessary for the lecture and recitation class components to work together to effect student learning just as well as the one teacher strategy of the previous small class mode. This posed a serious challenge for teacher respondents who were used to combine concept discourse and application and who, under the LCP, had to consciously separate the lecture function from the practice function in delivering SPCM 1. Though most teaching strategies used by the teachers in small class mode were still

being used in the large class mode, the lecture type has been the default strategy to stay within schedule and in synch with the progress made in the separate yet linked interactive and practical recitation class component.

The teacher-respondents believed they had more flexibility and time to expand their topic discussions to the advantage of the students' learning. With the lecture type as main strategy, the excitement of the teachers in terms of delivering the course diminished tremendously in teaching the same topic again and again, as teacher C reiterated. Teacher E remarked that the university has still a lot to do when it comes to technology-assisted large class teaching. *"They don't even know what blended learning is. We also cannot have blended learning if we do not have the facilities and the money."* The teacher-respondents identified slow internet connection, insufficient microphone units, lack of ready batteries and remote control devices as some real challenges if they are to broaden the variety of teaching strategies they can use in pursuit of more interactive learning-centered large lecture classes.

On closer inspection, the objectives indicated that the course aims for higher level knowledge and cognitive domains. Using Bloom's taxonomy, Table 16 shows the particular types of knowledge and cognitive and affective learning domains these are directed to. The statements also necessitate a participative learning environment and highly interactive unified teaching strategy to attain them.

Table 16

SPCM 1's Course Objectives and Bloom's Learning Domains

Course Objectives	Types of Knowledge	Cognitive Domain	Affective Domain and specific activities
To explain the nature of the communication process	Factual Conceptual Procedural	Remembering Understanding Evaluating	Receiving Responding *Listening, asking, taking notes, modeling*
To demonstrate perceptiveness and critical thinking in everyday speaking and listening experiences;	Factual Metacognitive Procedural	Remembering Applying Applying Evaluating	Receiving Valuing *Asking questions, discussion* *Presenting and Assessing presentations*
To respond appropriately to communication problems at all levels; and	Procedural Process Metacognitive	Applying Analyzing Evaluating	Responding *Makes presentations, plans group work*
To use thought, verbal and non-verbal symbols effectively and ethically in different communication situations.	Factual Principles Metacognitive Procedural	Applying Analyzing Evaluating Creating	Internalizing Values Practice skills in real life

It is understandable, therefore, why teacher-respondents are convinced that small self-contained classes provide the better if not best learning structure for SPCM 1. As Teacher B pointed out, *"Teaching strategies that were successfully used in small classes were interactive. Topic discussions had individual or group classroom exercises or take-home work to reinforce the lessons. In one of these small classes, more speeches were ... done including the impromptu and informative speeches"* . Teacher A noted, *"This subject, SPCM 1, nagt-thrive 'to sa interaction, discussion... the human factor should be there.". "Kaya nga SPEECH communication eh. SPEECH. Hindi mediated communication. SPEECH COMMUNICATION,"* added Teacher E.

The general outline of topics in small SPCM 1 classes thus became a highly structured, and specifically scheduled combination of lecture and recitation activities handled by two teachers. Based on their responses during the interview and focus group discussion as well as their survey comments, the teachers have not welcomed this development because of the needs for synchronized team teaching, adherence to set schedules, and ability to manage interactive and engaging large lectures. "*The problem of synchronization between lecture and recitation classes will always be there. The ideal thing is that there should be a lecture first before the recitation class. This semester, the lecture classes were affected by the holidays. The recitation activities had to be done without the lecture on the topic,"* remarked Teacher E. For her part, Teacher B said she tried to have Q and A portions in the lecture and gave more activities. *"But I had a lot of papers to check, so eventually I dropped the idea,* "she said.

Perceptions of Teachers on the Lecture-Recitation Tandem. There have been varying perceptions about the lecture-recitation tandem among teacher respondents. Teachers' opinions on team teaching have indicated problems and challenges in the areas of coordination and synchronization of the lectures and recitation classes. Teacher A said, *"There must be a sense of freedom. There is minimal collaboration between recitation and lecture professors because the large class set-up prevents the kind of fluidity in schedule to do so far."* She added that learning in communication arts takes place if the teachers and students are allowed to share ideas. Teachers A and B noted that lectures were regularly pressed for time in order to synchronize with the recitation class so much so that the treatment of the lessons had become abbreviated and compartmentalized. Teacher E pointed to poor coordination. "....*A recitation class instructor wouldn't care about what the lecturer had taught the students. As long as they know the concept, then this is what you have to do. The large class teacher and the recitation class teacher have*

different standards". Teacher C admitted not talking to the recitation class instructors." *Because I always bank on the idea that we have our study guide...but I think that the study guide is not strictly followed."*

Despite these negative comments about the current mode, some teachers also expressed some optimism on the lecture-recitation tandem. Teacher D said, *"I don't see it negatively. I always give students different examples and ask what their recit instructors prefer. I respect the differences....That is what I inculcate in them. Whatever the lecture teacher says is correct....you are even lucky to have two different opinions. That's where critical thinking comes in."*

Teacher F also added, *"What I really appreciate in our relationship is that we talk. I like that one time that my recitation class teacher called my attention about an erroneous description of a communication model. It's learning for me. I don't take it negatively. I am fond of asking questions."* These teachers also find the recitation classes as useful supplements of the lecture especially if some of the concepts in the lecture were not fully understood by the student.

Assessment Tools used by the Large Class Teachers. Another challenge that the large lecture class has brought is the use and nature of assessment tools to determine whether the teaching strategies being employed are effective in achieving course objectives. In the small class mode, teacher-respondents recounted they had time to give more essay-type questions or more exploratory and explanatory types of questions to check students' learning in the small class setting. Such assessment types balanced well with the course learning objectives that call for higher level cognitive learning outcomes according to Bloom's taxonomy. The current assessment tools and procedures in the large lecture classes have been limited to two major exam results since class learning is harder to gauge in a class of 160 or more students. In gauging whether or not the course objectives are met at the higher cognitive and affective dimensions, it

appears that the present assessment tools in the large lecture classes are confined to those types of questions that allow checking a bigger number of examination papers. From the interview and survey responses of the teacher respondents, examination questions are constricted to enumeration, categorization, multiple choice, memory recall, compare and contrast, true-or-false choices with little or no essay type to check on students' understanding and communication competence.

These feelings of limited decision-making under the LCP; sense of being compartmentalized in delivering the course and the persistent skepticism on the LCP's effectiveness, have been shown to affect the teachers' motivation in teaching the course. The teacher-respondents said they were doing their best to make the LCP work with a hint of skepticism that this mode and specifically, the large lecture class component could ever achieve maximum learning results from the students as they believe small classes can. As Teacher C noted, his excitement has diminished tremendously in teaching the same topic again and again. In terms of managing the class, Teacher A said "*I manage, by not managing anymore.....as people, we are adaptable.*" Like the other teacher respondents, she believes the small class is still the ideal set-up for maximizing learning.

Assessment of the Large Class Teaching Strategy. In gauging whether or not the course objectives are met at the higher cognitive and affective dimensions, there appears a deficiency of learning assessment tools on the part of the large lecture class teachers, confined as they were on the type of written examinations that they have the time to prepare and check before deadlines. In terms of the lecture component, the teacher respondent themselves felt that they lack the teaching strategy to maximize the learning of the students. Their main reason is particular in the

set-up, it seems that their point of view of the large class being implanted in a speech communication course seemed not fit for the optimum learning.

This study did not look at the recitation class component of the course which accounts for 60% of student work towards achieving the course objectives. Hence, this study has no conclusive findings on the current SPCM 1 teaching strategies as effective in attaining the course objectives. However, it is noted that the majority of the four large lecture class teacher respondents repeatedly expressed their dissatisfaction regarding the time given to them in employing sufficient large class teaching strategies to achieve the learning outcomes. Factors such as time constraints, number of students, and continued attitudinal preference of majority of the teacher respondents for small classes over the current large class mode are the major reasons found why the large lecture class teacher-respondents think the current teaching strategies are inadequate to present the communication concepts thoroughly in an interactive and engaging manner. As Fullan (2006) reiterated the words of John Kotter, *"with change, feelings are more influential than thoughts."*

Summary of Research Question 2 Results. The information shared by the teacher respondents during the focus group discussion yielded the following results 1) teachers find the recitation classes as a useful supplement of the lecture although it posed challenges such as differences in teaching strategies; 2) teachers find it hard to gauge as to whether or not the course objectives are met at the higher cognitive level and affective dimensions due to the learning assessment tools they used; 3) time constraints and the number of students are the main factors that restrict the teacher to the strategy he/she employed in the class and; 4) teachers think their teaching strategies are inadequate to present the communication concepts in an interactive and engaging manner.

Research question 3: What concerns do the large lecture teachers have regarding the large class mode?

CBAM identified the seven stages of concern identified as the unconcerned, informational, personal, management, consequence, collaboration, and refocusing stages (See Appendix C). Data on teachers' concerns on large lecture-small recitation class mode of SPCM 1 were gathered from the Stages of Concern questionnaire and corroborated with findings from individual interviews and a focus group discussion. The percentile scores for all seven stages from the six large class teacher participants' responses were plotted on a chart to determine and interpret the high, peak and low scores, the first and second highest scores, their inter-relationships and profiles. Concerns are seen to go through developmental stages; that is a user of an innovation or change may experience certain type of concern intensely at some time before another type of concern emerges. In general, concerns vary depending on a person's knowledge and experience of the innovation or change (George, 2013). The SoCQ is intended to be used as a diagnostic tool that aids in determining the most appropriate assistance, intervention or improvement programs to be extended to address the various concerns of those involved in a change or innovation. Figure 11 presents the average percentile scores of all the six teachers per stage of concern regarding the large class mode.

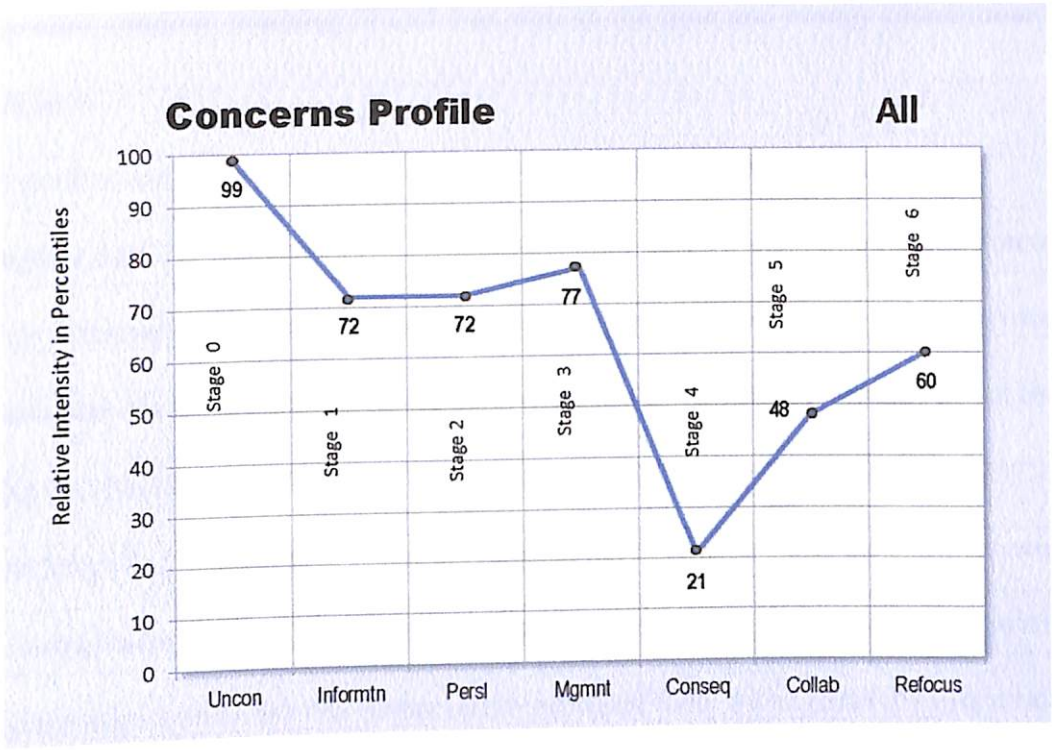

Figure 11. SPCM 1 Group SoCQ Profile

Note: This table is used with permission from SEDL, an Affiliate of American Institutes of Research

[a] All refers to the six teacher respondents whose individual percentile scores were computed to obtain the group percentile score as shown in this graph

[a]The last row refers to CBAM's Stages of Concern, namely: Uncon – unconcerned, Stage O; Informtn – Information, Stage 1; Persl – Personal; Stage 2; Mgmnt – Management, Stage 3; Conseq- Consequence, Stage 4; Collab – Collaboration, Stage 5; and Refocus – Refocusing, Stage 6.

Majority of the teacher respondents rated a very high percentile score at stage 0 (unconcern) that can be interpreted as indicating that there are a number of other initiatives, tasks, and activities aside from the large class mode that are of concern to them at this time of the study. As shown in the graph, the group posted a high Stage 1 (Information concerns). Although not as high as Stage 0, this Stage 1 percentile score of 72 signified that the respondents would like to get more fundamental information about the large class mode like its structure, purpose, resources and future. This particular percentile score was treated with caution considering that this may undermine the significance of the other stage scores. The group's Stage 2 concerns (status, rewards and effects) included the need of the respondents to know the decision-makers

behind the large class mode in teaching SPCM 1 as well as the time and energy commitments required to continue it.

The high peak score on Stage 3 (Management concerns) indicated that should the respondents' Stages 1 and 2 concerns remain unresolved, their Stage 3 concerns (management, time, logistics) may increase where conflict would arise between the policy and their interests and responsibilities. On Stage 4 (Consequence), respondents were mostly concerned about the students' attitudes and the policy's effects on them. Between high Stage 3 (Management) concerns and low Stage 4 (Consequence concerns) issues, the scores stressed the significance of addressing the management issues and providing an environment for productive collaboration. On Stage 5 (Collaboration concerns), the respondents signified their willingness to collaborate with others and maximize the effects of the scheme. On Stage 6 (Refocusing concerns), the group indicated their determination to supplement, enhance or replace the large lecture class innovation. The tailing up of their Stage 6 percentile score could portend increased uneasiness and resistance among teacher respondents against this and similar innovations or changes should their concerns on management, personal matters and information needs remain unsatisfied or unanswered.

Among the individual concern profiles of the teacher respondents, Teacher B's results evidently differed from the other teachers, as the percentile scores were the lowest compared to the other respondents.

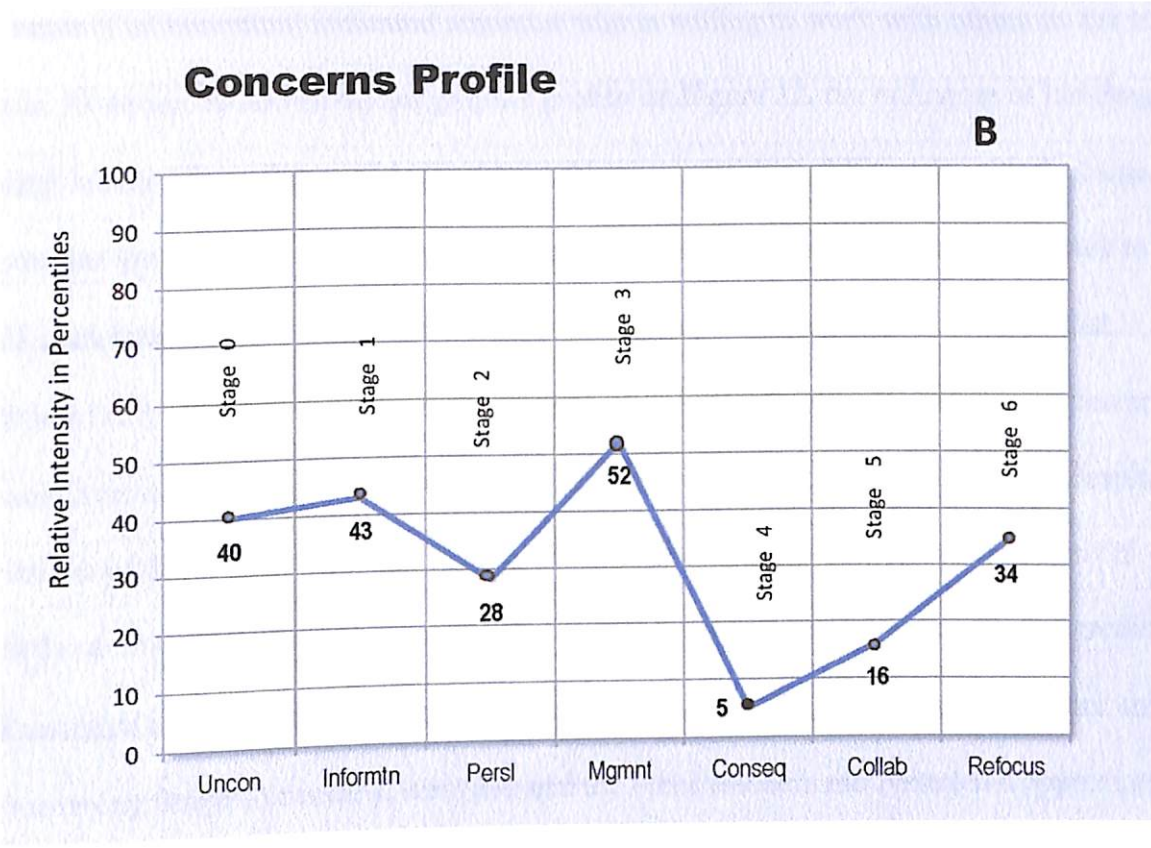

Figure 12. Teacher B Individual SoCQ Profile

Note: This table is used with permission from SEDL, an Affiliate of American Institutes of Research

[a] Teachers were coded from most number of years (A) to least number of years (F); Teacher B is the second most senior teacher respondent in terms of teaching years

[a]The last row refers to CBAM's Stages of Concern, namely: Uncon – unconcerned, Stage O; Informtn – Information, Stage 1; Persl – Personal; Stage 2; Mgmnt – Management, Stage 3; Conseq- Consequence, Stage 4; Collab – Collaboration, Stage 5; and Refocus – Refocusing, Stage 6.

Teacher B's low stages 0 -3 percentile scores indicated experience and active engagement in managing the LCP and openness to more information about it. Her high Stage 0 percentile score reflected the presence of other priorities requiring her attention. As one of the most senior and tenured faculty members, she has both teaching and administrative loads to address of more priority at this time. Teacher B's high peak score on Stage 3 (Management) shows a high concern on the logistics, time, and management required by the large class mode, which concerns had been consistently present in the earlier findings of the QTI survey, Flanders' interaction analysis, the interviews, focus group discussion and actual class observations. Her

Stage 5 score (Collaboration) indicated someone who is willing to work with others on the large class mode. However, as shown on her graphic profile on Figure 12, the tailing up of her Stage 6 (refocusing) is indicative of strong ideas on how things can be done differently with the large class mode that would either drastically alter completely replace the scheme or revert back to small self-contained classes. The interview and focus group discussion data indicated that teacher B has fairly firm ideas about small classes as most ideal for speech communication and other Humanities subjects. She has expressed in the interviews her doing what she can despite the restrictions of the large class mode to to teach her students the best way she can even "if there is little or no time to show she cares". This respondent's management concerns regarding time and resource organization must be responded first to arrest the tailing up of her score and address her strong Stage 6 concerns, keep her and the other teachers motivated and appreciated in doing what she does best – teaching, a pivotal role in any progressive university and for any change to succeed (Hattie, 2012)

Concerns of Large Lecture Class Teachers

One common personal concern among the teacher respondents shown by the Statement of Concerns Questionnaire (SoCQ) and interview results is that on the lecture-recitation tandem in handling SPCM 1. One of the concerns encountered had been the difference in teaching styles, language, and personalities of the lecturers and recitation instructors that sometimes confused students in their understanding of the lesson. Teacher A aptly described the challenge in the following comments, "*Lecture teachers have one teaching style and the recitation teachers another teaching style; you cannot blend the two. It will be hard for the students to comply with the requirements assigned by different professors. Also, sometimes, the recitation professors need to elaborate the concepts again. It impedes the students to proceed to the exercises because*

they do not clearly understand the concepts and the foundation of knowledge."; "Sometimes, even the professors commit mistakes in explaining the lessons."

This kind of set-up is also seen by the teachers to burden the students needlessly in terms of additional workload they have to do in the course, i.e.; recitation instructors have the freedom to give additional papers aside from the required performances of the students on top of the exams given designed and conducted separately by the large lecture teachers. Cooperation and collaboration are solutions but it seems that this is not happening between lecturers and recitation teachers. As Teacher F observed, *"Cooperation is poor. ..A recitation instructor wouldn't care about what the lecturer had taught the students. There's a schedule to follow. As long as they know the concept, then this is what to do. The large class and small recitation class teacher's standards vary."* According to them, different strategies might lead to different understanding of topics especially in the concept part of the topic.

Another concern relative to this setting is the stringent synchronization of lectures and recitation class work. Since the topics were scheduled date by date, some unexpected events happened during the semester that was not incorporated in the schedule. Ideally, there should be a lecture first before the recitation class. But because of these unexpected circumstances, the recitation classes found themselves at times before introductory lecture. The comments revealed the need to spruce up the University's declaration of support to nurture highly motivated teams of seasoned educators and idealistic young teachers to embrace the changes and overcome the challenges or limitations that the large class policy has brought. Large class teaching, Teacher B pointed out, remains because *"teachers and students got used to it. They may be against it, but they already got used to it,"* said one teacher-respondent.

Teachers however noted that their satisfaction level was better met when SPCM 1 was taught in small classes because they had the freedom to adjust schedules and enrich the lecture with exercises, elaborate discussions without the need to coordinate or seek another's approval. Teacher D shared the opinion of some recitation teachers who asked why they should know whether or not the objectives are met when they are not the ones to give the information in the first place. They also revealed disconnection on how one teacher can give the input yet another teacher is expected to assess the learning, even when the latter did not know what was talked about in the lecture class.

Team teaching or pair teaching has been an unavoidable arrangement brought by the large class format. This is not a novel approach, however. Well-known American universities have their team teaching policy in place, Vanderbilt University, Weinberg University, Bowdain, to name a few. At its best, team teaching is a highly positive endeavor of sharing in a mutually supportive and collaborative atmosphere and where senior faculty can mentor younger or less experienced faculty members and the latter can broaden the former's touch on current trends. However, "at its worst, team teaching can create a hostile environment where teachers undermine each other and compromise the academic ideal of a learning environment." (Vanderbilt University, 2015). Unfortunately, it seems the worse notion of team teaching is the one found in this study. As Teacher A reiterated, "W*e want to collaborate regularly, but we don't have the time nor are we available together". Students think they are listening to different people with different opinions and not a team... our creativity is stifled because we have to follow the schedule, whether we like it or not."*

In this regard, the teachers' comments pointed to some problems to be addressed while managing large classes in UPLB. These are issues of time and coordination. There is seen a need

for closer and more regular coordination between lecture and recitation class teachers and a willingness to share materials, presentations, and provide updates regularly. One teacher proposed to draw up a course manual to standardize SPCM 1 lessons. Rather than see the other as a teacher of an entirely different course, paired teachers need to learn to see each other as extensions of themselves.

All things considered, the concept of team teaching has been introduced under the large class policy with the intention to maximize the university's physical resources and support its human resources – particularly the faculty – in their continuous professional growth while achieving its goal as a national university to extend quality education to as many students as possible. (University of the Philippines, 2010) (Committee U. M., A Statement on Large Class Size Project: Guidelines for the Adoption of Large Classes in UPLB, 2010)

The interviews also revealed another concern regarding the assessment tool currently being used in the large lecture class. While this may fall beyond the definition of teaching strategies, nonetheless, said concern has its effect on gauging the attainment of learning outcomes or course objectives. Prior to the LCP, written examinations and quizzes in small SPCM 1 classes included essay and application questions that required students to explain, compare, contrast and analyze a speech aside from modified true or false, enumeration, and identification. According to one teacher, she had time to check papers on her own, on two levels, content and language. At present, because of the number of students in large lecture classes and the checking function that follows, mid-term and final exams generally consist of enumeration, identification, matching, true-or-false questions, and multiple choice questions. From the interviews and focus group discussion, the teachers expressed inhibition to give essay or more reflective questions in a large lecture class consisting of 150-180 students because of the amount

of time needed to read and check papers and assess individual student's understanding of the lessons, despite the university support of student assistants assigned to the lecture teachers.

Another concern that was brought up in the discussions is the number of requirements that the students need to submit in SPCM 1. Although there are prescribed activities in lecture and recitation classes, teachers may give other requirements that may not necessarily add significantly to accurate assessment or enhance learning outcomes. At times, same requirements or incentives are duplicated in lecture and recitation classes, resulting in confusion or inflated marks.

There is also a concern on the number of units allotted to the large class component. There are also differences in the treatment of teaching load units among other departments or colleges. As teacher C noticed, "*...It is just unfair because in other institutes or colleges in UPLB, their large classes only reach 120 or 130, yet still get the maximum credit load. However it is not the same with our department.*" Teacher B added, "*they should increase the number of units. 1.5 is really unfair. I suggest that they make both large class and recit class 3 units.*" The teachers agreed that the large number students in large classes should be compensated with the proper units.

Majority of the concerns of the teachers are in terms of managing the course well and maximizing results. The effects of other concerns such as team teaching, credit loading, scheduling conflicts and restrictions should not be taken for granted, for these influence how the teachers perform and achieve their teaching objectives with or without the LCP.

During the interviews, they expressed their personal efforts to keep the classes interactive and engaged. With opportunities for improved logistical support, professional development and

large teaching training, among others, the teacher respondents believe they can do a lot more to improve their teaching strategies and facilitate learning-centered classes.

Also during the interviews, recommendations for changes from outright shift to small class sizes to considering scheduling change such as giving one hour to lecture and 2 hours for recitation classes instead of the present 1.5 lecture -1.5 recitation classes weekly; reduction of number of students from the present 160 students to 50-70 students per lecture class; having one teacher to serve as both lecture and recitation teacher; reducing the present 6 recitation sections to four recitation sections; and conduct of teaching seminars. Teacher E expressed the need to review the large class policy and to have a continuing open dialogue on its limitations and improvements that can be done. *"For me, we should not take the large class negatively. Communicate and compromise, and perhaps there could be a good future for the policy."* Nonetheless, the general underlying belief remains that the SPCM 1 course is for small class sizes given its nature, concepts and activities.

Summary of Research Question 3 Results

The Stages of Concern Questionnaire (SoCQ) yielded the following data on teachers' concerns regarding the SPCM 1 large lecture-small recitation class mode, namely: 1) less teacher-student interaction; 2) team teaching constraints; 3) rigidity of large lecture/small recitation class mode; 4) non-attainment of maximum student learning, 5) need for continuous professional training.

The SoCQ findings are supported by earlier QTI findings that indicated the students' higher positive perceptions of their teachers' interaction behavior in large classes particularly in subscales of leading, helping/friendly, understanding and student freedom/responsibility. This is despite the fact that all teachers have commented negatively on the lecture type as disabling them

to discuss more effectively the concepts and engage students in progressive discourse befitting the interactive nature of SPCM 1. Despite their arguments for small class sizes, the teachers have taken efforts to adapt their teaching strategies to the reality of large class mode.

Among management concerns, team teaching is highlighted as one concern also mentioned in the interview and focus group discussion proceedings. Team teaching is perceived to be the greatest challenge in terms of available consultation time, working out teachers' schedules, room assignments and complementing each other's teaching styles. Both teachers and student respondents commented on different teaching styles of lecture and recitation teachers, compartmentalized, disconnected or abbreviated lessons, impersonal class environment and time constraints. These situations are thought to decrease understanding and appreciation of lessons and increase confusion between teacher pairs and students.

Teachers, despite seniority, experience and relative confidence in their teaching competence, disclosed in the interviews and group discussion their appreciation and need for continuous professional development and training opportunities in large class teaching knowhow and skills upgrading especially in the use and applications of ICT tools and other 21st century teaching models and applications.

Chapter V

Summary, Conclusions and Recommendations

Summary of Findings

With the implementation of the large class policy on GE courses in the University of the Philippines Los Baños in 2010, it is relevant and necessary to evaluate how the change has affected the course structure, the teaching strategy, and teacher-student interaction as well as the effectiveness of the teaching strategies in achieving the objectives of the course. In addition, the teachers' concerns regarding the large class mode need to be identified. The study made use of the CIPP model incorporating the CBAM model to specifically evaluate changes after the implementation of large class policy particularly in the teaching strategies to deliver a basic speech communication course. Two groups of participants were involved in this study, the six SPCM 1 lecturers and all students enrolled in SPCM 1 in the second semester AY 2014-2015. This study used various quantitative instruments such as the QTI and supporting Flanders Interaction analysis, the interview survey, focus group discussion and the Stages of Concern Questionnaire (SoCQ) to obtain data to answer the identified research questions.

Research question 1 sought to identify the changes have been brought by the large lecture class format in teaching the Speech Communication 1 course in the following aspects a) the syllabus, b) teaching strategies, and c) teacher-student interaction. The study found no major changes in the syllabus of SPCM 1 course before and after the large class policy (LCP) took effect in 2010. The same objectives and major topics were observed in the previous small SPCM 1 classes and the combined large lecture-small recitation classes under the LCP. In terms of teaching strategies, erstwhile small class teachers turned large lecture class teachers described

their strategy to be mostly teacher-centered expository lecturing supported mainly by PowerPoint presentations.

Teacher respondents perceived less interaction in the current large lecture class mode than that of the small class mode as depicted in their QTI scores and interviews. The Flanders interaction analysis supported the lecture strategy citing teacher talk as dominant in the lecture classes observed. However, students' perception of their teachers were more positive than the teachers' own view of their leadership, friendliness, understanding and giving students responsibility and freedom in class.

Research question 2 sought to assess how effective these changes are in achieving the course objectives. Teacher- respondents thought their teaching strategies in their lecture classes deficient in achieving higher cognitive learning. Time constraints, less interaction and inadequate assessment tools are some problems mentioned to support these perceptions. It is noted that in the assessment of current teaching strategies being employed to achieve the course objectives, this study only looked at the lecture class component sans its small recitation class counterpart.

Research question 3 sought to identify the concerns the teachers (implementers) have regarding their teaching methods. The large lecture class teachers voiced concerns during the interviews regarding the large class mode, namely lack of full control to prepare the course and manage learning outcomes, synchronization problems between lecture and recitation classes, insufficient time allocation to introduce topics and inadequate assessment tools to accurately and fully evaluate student learning.

Despite the teacher respondents' overall negative attitude against the LCP implementation on GE courses especially the arts and social sciences, perceptions and discussions showed that the teachers continued to make the lecture classes work. Less than one

percent of the 716 student respondents in the large lecture class survey specifically mentioned scrapping the large class policy. The students' over-all assessment was positive towards the large class mode.

Conclusions and Implications

In the light of the findings yielded by the study, the following conclusions are arrived at:

1. The large class mode has had no impact on the content of the course but it necessitated a change in the mode of course delivery that in turn necessitated a change in the organization and sequencing of instruction which requires agreement among lecture and recitation teachers to synchronize schedules and activities. The large class mode positively highlighted the value of consultation and teamwork and at the same time made it appear necessary.
2. Policy changes dictate changes in procedure which may be perceived as positive or negative by the people directly involved in its implementation.
3. If a healthy and robust teacher-student interaction is required for a particular subject, then the large class mode may not be the appropriate mode of course delivery. To a certain extent, the large class mode cannot provide for some courses or subjects and may prove restrictive to the course delivery and attainment of learning outcomes.
4. It is possible to have a mismatch between student and teacher perceptions. Students see the large class mode as working for them despite teachers' negative feelings about it. It may be possible for the large class mode to succeed if the teachers match the positive perception of the students of their teachers handling of large classes.

5. The very nature of the large class mode may force the teachers to favor a teaching strategy, in this case, lecturing, in order to meet the challenges of such delivery mode. Such strategy may bring about the best and worst in the teacher.
6. The large class mode may not be a desirable teaching practice for some teachers or may not approximate their teaching style and beliefs that may result in the non-attainment of educational targets.
7. The effectivity of a teaching strategy hinges on a good match between assessment form and the skills and knowledge being assessed.
8. The continued implementation and success of the large class mode or any change, for that matter, may be at risk should the concerns of the implementers not be met or dealt with satisfactorily and in a transparent manner.

Recommendations

The following recommendations are made based on the aforementioned conclusions:

Policymakers

1. Implementation of open and positive consultations to ensure the effectiveness and acceptability of any change. Transparent discussions and safety nets have also to be in place for greater assurance of its realization.
2. Review of the LCP in its present status and the present delivery mode of SPCM 1 in the large class mode in order to assess if the large class mode is the appropriate or best fitted mode to achieve the SPCM 1 course objectives and to find out if it is wise for policymakers and decision-makers to rethink the large class policy for courses like SPCM 1 and others like it in the Humanities, Language, Arts and other inexact courses.

3. Make available support for teacher-implementers in the form of motivation-building programs and other tangible and intangible incentives to reinforce the motivation and strategies of those implementing changes such as the large class mode.
4. Make available to teacher-implementers support in terms of technical expertise, ICT-enabled facilities, conducive learning spaces and continuous professional learning development opportunities for them to be further encouraged to target and make their lectures as necessitated by the large class mode more effective, engaging, interactive and student-oriented.

Teachers

1. Student perceptions are positive towards their teachers' interpersonal behavior and relationships despite minimal teacher-student interaction in large classes. Teachers need to remind themselves and be encouraged and motivated by their students positive responses to the large class mode and their teachers' teaching strategies and relations-building efforts.
2. Equally essential is for teachers to welcome with open minds interactive lectures as a potentially beneficial teaching strategy and resource instead of a liability. Large classes are increasingly seen as as viable and cost-effective education schemes that cannot be avoided since educational resources are limited in the face of rapid student growth at all levels (Benbow, 2007) Literature in the recent years have increased on progressive lecturing techniques, best interactive large class lecturing methods, communicative language activities/ practices and useful research studies from noteworthy universities like the University of Berkeley, Michigan, Vanderbilt, and Maryland. (Schiming,n.d.;

AUTC; 2003; Hanover Research, 2010; Richards, 2006; Galloway, 1993; Preston, 2008).

Further Studies

1. For future research, it would be noteworthy for other case studies to scrutinize more closely the relationships or influences between class size, teacher influence, relationships on student motivation and achievement, teacher-student interaction and student learning, teaching strategies and learning outcomes. The use of qualitative and analytical tools such as the QTI, Flanders Interaction Analysis system, SoC questionnaires, may be explored over time and in different educational levels and cultural contexts. Such efforts would surely boost the body of academic research especially in tertiary education, the public education sector and in the Asian milieu.
2. Another interesting factor to look into is the impact of the student's course background and grades in a speech communication course or similar liberal arts, language and social science courses.
3. Increasingly, there is a need to learn more about the impact of the use of ICT and other web-based and mobile technological tools on language pedagogy, the effectiveness and preparedness of policymakers and educators to use them in a face-to-face or virtual classroom setting and the required training and institutional support for these developments.

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Appendix A

Flander's Rules in Decoding Class Observation

Rule 1: If more than one type of category occurs during a 3 second period, the observer should choose the category that is numerically farther from category 5 (but not category 10). Suppose the observer is in doubt whether the category is 2 or 3; he should write 2 categories.

Rule 2: The observer should not involve his personal viewpoint.

Rule 3: If more than one category is active in a span of 3 seconds, and then all the categories should be recorded. If after 3 seconds, no category changes, then the same serial number should be repeated in the next 3 seconds.

Rule 4: If the time period of silence exceeds 3 seconds, it should be recorded under the category No.10

Rule 5: When teacher calls a child by name, the observer is supposed to record a 4th category. **Rule 6:** When the teacher repeats the student's answer and the answer is a correct, that is recorded as a category No. 2. This tells the student that he has the right answer and therefore functions as praise or encouragement.

Rule 7: When a teacher listens to a pupil and accepts his ideas for a discussion, then this behaviour belongs to category No. 3.

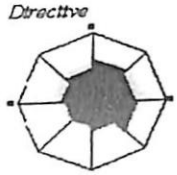
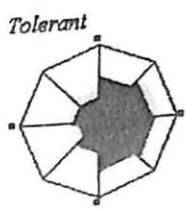
Rule 8: The words „All is ok", „yes", „yah", „hum", „alright" etc belong to the category No. 2. (Encouragement)

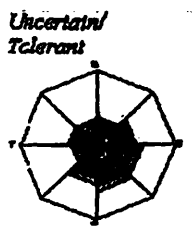
Rule 9: If a teacher jokes without aiming at any pupil, this behaviour belongs to the category No. 2. But if he makes any joke aiming at some particular pupil, then it belongs to the category No. 7.

Rule 10: When all the pupils respond to a very small question collectively, then the serial number of category-8 is recorded.

Appendix B

Figure 3. Description of Eight Types of Interpersonal Relationships based on the model of inter-personal teacher behavior (Rickards et al, 2003)

Directive 	**1: Directive** The learning environment in a class with a teacher with a directive profile is well-structured and task-oriented. The Directive teacher is organised efficiently and normally completes all lessons on time. S/he dominates class discussion, but generally holds students' interest. The teacher usually isn't really close to the students, though s/he is occasionally friendly and understanding. S/he has high standards and is seen as demanding. While things seem businesslike, the teacher continually has to work at it. S/he gets angry at times and has to remind the class that they are there to work. S/he likes to call on students who misbehave and are inattentive. This normally straightens them up quickly.
Authoritative 	**2: Authoritative** The Authoritative atmosphere is well-structured, pleasant and task-oriented. Rules and procedures are clear and students don't need to be reminded. They are attentive, and generally produce better work than their peers in the Directive teacher's classes. The Authoritative teacher is enthusiastic and open to students' needs. S/he takes a personal interest in them, and this comes through in the lessons. While his/her favourite method is the lecture, the authoritative teacher frequently uses other techniques. The lessons are well planned and logically structured.
Tolerant and Authoritative 	**3: Tolerant and authoritative** Tolerant and Authoritative teachers maintain a structure which supports student responsibility and freedom. They use a variety of methods, to which students respond well. They frequently organise their lessons around small group work. While the class environment resembles Type 2, the Tolerant/Authoritative teacher develops closer relationships with students. They enjoy the class and are highly involved in most lessons. Both students and teacher can occasionally be seen laughing, and there is very little need to enforce the rules. The teacher ignores minor disruptions, choosing instead to concentrate on the lesson. Students work to reach their own and the teacher's instructional goals with little or no complaints.
Tolerant 	**4: Tolerant** There seem to be separate Dutch and American views of the Tolerant teacher. To the Dutch, the atmosphere is pleasant and supportive and students enjoy attending class. They have more freedom in Type 4 classes than in those above, and have some real power to influence curriculum and instruction. Students appreciate the teacher's personal involvement and his/her ability to match the subject matter with their learning styles. They often work at their own pace and the class atmosphere sometimes may be a little confused as a result. In the USA, however, the Tolerant teacher is seen to be disorganised. His/her lessons are not prepared well and they don't challenge students. The teacher often begins the lesson with an explanation and then sends the students off to individually complete an assignment. While the teacher is interested in students' personal lives, his/her academic expectations for them aren't evident.



5: Uncertain/tolerant

Uncertain/Tolerant teachers are highly cooperative but don't show much leadership in class. Their lessons are poorly structured, are not introduced completely and don't have much follow-through. They generally tolerate disorder, and students are not task-oriented.

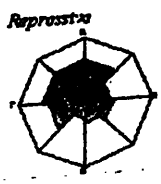
The Uncertain/Tolerant teacher is quite concerned about the class, and is willing to explain things repeatedly to students who haven't been listening. The atmosphere is so unstructured, however, that only the students in front are attentive while the others play games, do homework, and the like. They are not provocative, however, and the teacher manages to ignore them while loudly and quickly covering the subject.

The Uncertain/Tolerant teacher's rules of behavior are arbitrary, and students don't know what to expect when infractions occur. The teacher's few efforts to stop the misbehavior are delivered without emphasis and have little effect on the class. Sometimes the teacher reacts quickly, and at other times completely ignores inattentiveness. Class performance expectations are minimal and mostly immediate rather than long-range. The overall effect is of an unproductive equilibrium in which teacher and students seem to go their own way.

6: Uncertain/aggressive

These classes are characterized by an aggressive kind of disorder. Teacher and students regard each other as opponents and spend almost all their time in symmetrically escalating conflicts. Students seize nearly every opportunity to be disruptive, and continually provoke the teacher by jumping up, laughing and shouting out. This generally brings a panicked over-reaction from the teacher which is met by even greater student misbehavior. An observer in this class might see the teacher and student fighting over a book which the student has been reading. The teacher grabs the book in an effort to force the student to pay attention. The student resists because s/he thinks the teacher has no right to his/her property. Since neither one backs down, the situation often escalates out of control.

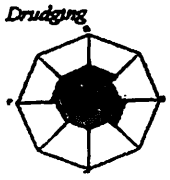
In the middle of the confusion the Uncertain/Aggressive teacher may suddenly try to discipline a few students, but often manages to miss the real culprits. Because of the teacher's unpredictable and unbalanced behaviour, the students feel that s/he is to blame. Rules of behaviour aren't communicated or explained properly. The teacher spends most of his/her time trying to manage the class, yet seems unwilling to experiment with different instructional techniques. S/he prefers to think 'first, they'll have to behave'. Learning is the least important aspect of the class, unfortunately.



7: Repressive

Students in the Repressive teacher's class are uninvolved and extremely docile. They follow the rules and are afraid of the teacher's angry outbursts. S/he seems to overreact to small transgressions, frequently making sarcastic remarks or giving failing grades. The Repressive teacher is the epitome of complementary rigidity. The Repressive teacher's lessons are structured but not well-organised. While directions and background information are provided, few questions are allowed or encouraged. Occasionally, students will work on individual assignments, for which they receive precious little help from the teacher. The atmosphere is guarded and unpleasant, and the students are apprehensive and fearful.

Since the Repressive teacher's expectations are competition-oriented and inflated, students worry a lot about their exams. The teacher seems to repress student initiative, preferring to lecture while the students sit still. They perceive the teacher as unhappy and impatient and their silence seems like the calm before the storm.



8: Drudging

The atmosphere in a Drudging teacher's class varies between Type 5 and 6 disorder. One thing is constant, however: the teacher continually struggles to manage the class. S/he usually succeeds (unlike Types 5 and 6), but not before expending a great deal of energy. Students pay attention as long as the teacher actively tries to motivate them. When they do get involved, the atmosphere is oriented toward the subject matter and the teacher doesn't generate much warmth. S/he generally follows a routine in which s/he does most of the talking and avoids experimenting with new methods.

The Drudging teacher always seems to be going downhill and the class is neither enthusiastic nor supportive nor competitive. Unfortunately, because of the continual concern with class management the teacher sometimes looks as though s/he's on the verge of burnout

Appendix C

Questionnaire on Teacher Interaction (Teacher Version)

This questionnaire has 48 sentences about your perspectives on your ideal teacher-student classroom interaction in a large class setting (100 or more students). For each sentence, please circle the number corresponding to your response. For example:

	Never	Almost Never	Neutral	Almost Always	Always
I teacher expresses herself/himself clearly	1	2	3	4	5

If you think that your ideal large class teacher always expresses herself clearly, circle the 5. If you think s/he never expresses himself/herself clearly, circle the 1. You also can choose the numbers 2, 3 and 4, which are in-between. If you want to change your answer, cross it out and circle a new number. Thank you for your cooperation. Please fill out completely.

	Never	Almost Never	Neutral	Almost Always	Always
1. I talk enthusiastically about her/his subject.	1	2	3	4	5
2. I trust the students.	1	2	3	4	5
3. I seem uncertain.	1	2	3	4	5
4. I get angry unexpectedly.	1	2	3	4	5
5. I explain things clearly.	1	2	3	4	5
6. If students don't agree with me, they could talk about it.	1	2	3	4	5
7. I am hesitant.	1	2	3	4	5
8. I get angry quickly.	1	2	3	4	5
9. I hold the students' attention.	1	2	3	4	5
10. I am willing to explain things again.	1	2	3	4	5
11. I act as if s/he doesn't know what to do.	1	2	3	4	5
12. I am too quick to correct students when they break a rule.	1	2	3	4	5
13. I know everything that goes on in the classroom.	1	2	3	4	5
14. If students have something to say, I will listen.	1	2	3	4	5
15. I let students boss me around.	1	2	3	4	5
16. I am impatient.	1	2	3	4	5
17. I am a good leader.	1	2	3	4	5
18. I realize when students don't understand.	1	2	3	4	5
19. I am not sure what to do when students fooled around.	1	2	3	4	5
20. It is easy for students to pick a fight with me.	1	2	3	4	5
21. I act confidently.	1	2	3	4	5
22. I am patient.	1	2	3	4	5
23. It's easy to make a fool out of me.	1	2	3	4	5
24. I am sarcastic.	1	2	3	4	5
25. I help students with their work.	1	2	3	4	5
26. Students can decide some things in my class .	1	2	3	4	5

Appendix D

Approval to Use the QTI Instrument

5/15/2015 Gmail - Permission to use QTI Instrument

Gmail

Elizabeth Segura-Kruger <betseg@gmail.com>

Permission to use QTI Instrument

4 messages

Elizabeth Segura-Krüger <betseg@gmail.com> Wed, May 13, 2015 at 10:22 PM
To: t.wubbels@uu.nl

Dear Dr. Theo Wubbels,

I am Elizabeth Segura-Krueger, a graduating student in the University of the Philippines Open University. I am into my thesis work towards an MAed degree in Language and Literacy Education. I am writing to seek your permission to use The Questionnaire on Teacher Interaction, which according to several researches was adapted from the Leary Model by yourself (Wubbels), Creton, Levy, and Hooymayers and published in 1993.

I am currently researching on the large class teaching strategies and concerns of Speech Comm 1 teachers in a tertiary large class environment. My research covers changes from small or self-contained speech communication classes to the present large lecture/small recitation class approach in delivering this general elective course in the University of the Philippines Los Banos. I am looking at the varying perceptions of teachers and students regarding interpersonal behavior in large classes and would like to use the QTI instrument because it has been considered reliable in assessing the interpersonal behavior of the teachers and their interaction with the students in their classroom, as well as obtaining a picture of an ideal teacher perception. The survey has also been extensively used and is widely accepted as a reliable research instrument. I have no doubt the results would be helpful in counterchecking observations on large class interaction and faculty statements made during interviews and adding to the research knowledge specifically in Asia. Eventually, time permitting, the results from this questionnaire could be used to determining the impact or correlation, if any, between teacher-student interaction and student motivation such as that made by Mr. Tisome Nigent in 2009.

The use is non-commercial as it will only be used by my research and study, a requirement for graduation. More so, being also a faculty member, this study is meant to add to the local knowledge of large classes that the liberal arts faculty of this university, has been using since 2010 only.

I will be using the Australian version of the QTI, which contains 48 questions that are answered using a five-point response scale. If permission is granted, may I ask your preferred style of citation? Please let me know if you need any further information or have other conditions to obtain permission. I can be contacted by email: betseg@gmail.com.

I am hoping you will grant this request with your guidance on its proper usage, interpretation and results.

Truly yours,

Elizabeth Segura-Krueger
MAEd in Language and Literacy Education
University of the Philippines Open University
Email: betseg@gmail.com
Mobile: 0916-639-4746

https://mail.google.com/mail/u/0/?ui=2&ik=...

Wed, May 13, 2015 at 11:53 PM

Wubbels, T. (Theo) <T.Wubbels@uu.nl>
To: Elizabeth Segura-Krüger <betseg@gmail.com>

Dear Elizabeth

Thank you for your interest in the QTI. I'm happy to grant you permission to use it for your research. Are you going to translate it in a Philippine language? If so I would be grateful to receive a copy. I also would appreciate to be kept posted on your results.
I hope your research will be successful.
You can reference to the 1993 source or

Wubbels, Th., Brekelmans, M., Brok, P. den, & Tartwijk, J. (2006). An interpersonal perspective on Classroom Management in Secondary Classrooms in the Netherlands. In C. Evertson & C. Weinstein (Eds.), *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*, (pp. 1161-1191). Mahawn NJ: Lawrence Erlbaum Associates.

Best regards

Theo

Theo Wubbels | Professor of Education, Acting Chair Department of Education, Faculty of Social and Behavioural Sciences | Utrecht University | PO Box 80.140, 3508 TC Utrecht, The Netherlands | phone +31 30 2533910 | President European Educational Research Association | t.wubbels@uu.nl | www.uu.nl/staff/twubbels

Appendix C (continued)

	Never	Almost Never	Neutral	Almost Always	Always
27. I think that students cheat.	1	2	3	4	5
28. I am strict.	1	2	3	4	5
29.I am friendly.	1	2	3	4	5
30. Students can influence me.	1	2	3	4	5
31. I think that students don't know anything.	1	2	3	4	5
32. Students have to be silent in my class.	1	2	3	4	5
33. I am someone students can depend on.	1	2	3	4	5
34. I let students fool around in class.	1	2	3	4	5
35. I put students down.	1	2	3	4	5
36. My tests are hard.	1	2	3	4	5
37. I have a sense on humor.	1	2	3	4	5
38. I let students get away with a lot in class.	1	2	3	4	5
39. I think that students can't do things well.	1	2	3	4	5
40.I have very high standards.	1	2	3	4	5
41. I can take a joke.	1	2	3	4	5
42. I give students a lot of free time in class.	1	2	3	4	5
43. I seem dissatisfied.	1	2	3	4	5
44. I am severe when marking papers.	1	2	3	4	5
45. I am pleasant.	1	2	3	4	5
46. I am lenient.	1	2	3	4	5
47.I am suspicious.	1	2	3	4	5
48. Students are afraid of me.					

Appendix E

Interview Exploratory Guide for Teachers

Purpose: To Obtain Insights on SPCM 1 Large Class Teaching Experience

Establishing Rapport

1. Tell me about your teaching career: (including non UPLB to now)
2. What are the best memories/experiences have you had so far as a teacher? What made you become one?
3. What are your greatest successes as a teacher?

Maintaining Interaction

How is your experience with large lecture classes? Before UPLB and now?

   a. What course? What method – before and after?
   b. Why do you think the format was changed?
   c. What was your role in the transition?

2. Were you here during the change from small classes to the present large lecture/recitation class format? What subjects were you handling then? How long have you handled SPCM 1 – number of semesters or year – and in what format and capacity?
3. Were you involved in the planning for the large lecture/small recitation classes? To what extent? For SPCM 1 only or others as well? What were they?
4. Describe how it was like planning and actually implementing the new format? What are the reasons for the change? Why had the re-formatting been done? Has it been for administrative or academic reasons? Why do you say so?
5. What activities did you have to do? Focus group, pilot testing, etc?
6. What feedback did you get? How did you overcome the opposition?
7. What happened next?
8. What changes have you had since 2010 till now? As part of the management? As faculty? Were these voluntary changes or imposed ones?
9. What improvements have you made on the new format as part of management? As Faculty?
10. How have you handled the changes, if any, of being part of a teaching pair? Did you or do you have any say on which teachers to work with?
11. How has the re-formatting impacted on the **SPCM syllabus and the learning outcomes** identified for the course?
12. What about its effects on your teaching styles or strategies? Has it been a smooth change, if any? Do you think you've been effective in maintaining the level of learning from the time SPCM 1 was taught as small classes to now in large classes? How can that be measured?
13. Class interaction remains a vital element in learning whatever the class size. How is the class interaction in your class? Are you satisfied with it or is that part of your teaching strategy?
14. What support has the university given to the faculty in implementing the new teaching format? Has it been adequate? Why or why not? In what aspects of teaching can the university improve its support, if any? Realistic or fantasy?
15. What teaching challenges have you encountered and met satisfactorily?
16. What teaching challenges persist to this day? How could they be solved?

17. Briefly, how do you think the students learning been affected? How can that be substantiated?

Terminating Interaction

1. Considering the past and the present of SPCM 1, what are your greatest rewards in teaching it?
2. What are the persistent challenges you face in teaching SPCM 1?
3. In sum, what significant changes have you experienced before and after the LC policy on SPCM 1?
4. What are the advantages/disadvantages of these changes? Implications for the future? How has the course syllabus changed? What other changes would you like to see made and why?
5. How have your teaching strategies changed? What remain unchanged? How do you see yourself grow professionally in the teaching profession? What assistance/support do you need to do so?
6. Do you think your sentiments and observations are shared by others handling other courses in the humanities, arts and social sciences?
7. How would you want significant academic changes like this to be handled in the future?
8. What do you think is the future of teaching SPCM 1 and other humanities, arts and social sciences? Class size? Teaching methods and strategies? Learning outcomes?

Would you have other comments and feedback to share and that I may have missed?

Appendix F

Teacher Interview Survey Questionnaire

This questionnaire is one of the instruments to gather data in a research about large class size and its relationship with student academic performance, classroom instruction and interaction. The thesis also focuses on the changing strategies and approaches in teaching Speech Comm 1 in large class mode. Your answers to this questionnaire will provide insightful data on how you've coped with teaching Speech Comm I course in the large class mode. Please answer as clearly and completely as possible.

Part I: Personal Details. Pls. tick:

1. Gender : ___1. Male ___ Female 2. Age: ___20-30 yrs old ___30-40 yrs old ____40 yrs old and older
2. Teaching experience at the tertiary level (Pls check)
   Up to 1 yr. ___ 1-5 years ___ 6-10 years ___ 11-15 years ___ More than 15 years _____
3. Education: ____1. Bachelor's Degree ____ 2. Master's Degree ____3. Doctoral Degree
4. Degree finished: _____
5. Speech Comm 1 Large Lecture Teacher:_____ Recitation Teacher:_____both:_____

How many years have you been in your position/s (in No.5): _____

Here are some identified challenges in teaching large lecture classes or in busing the lecture/recitation team-teaching approach. Please check the appropriate box to indicate the degree of difficulty of each problem with 1 being least difficult, 2- moderately difficult and 3- most difficult. Also write what you did to solve or overcome these and other problems.

Problem	Degree of Difficulty in Solving			Solutions/Comments/ Recommendations
	1	2	3	
LEARNING				
1. Perception of Less effective learning in large lecture classes				
MANAGEMENT/ACTIVITIES				
2. Classroom Discipline				
3. Student Absenteeism/Tardiness				
4. Syllabus Preparation and Course Development				
5. Organizing interactive activities during lectures				
6. Reliance on prepared lectures and drills				
7. Avoidance of some activities				
8. Consultation/Coordination between lectures and recitation class teachers				
9. Lack of time to complete lectures and recitation activities or project requirements				
PHYSICAL/PRACTICAL				
10. Classroom location (far, near from other class locations)				

	1	2	3	Solutions/Comments/ Recommendations
11. Class time schedule/Timing (too early, late, noontime, early siesta, Monday or Friday rush)				
12. Physical space (too small, too big)				
13. Physical Discomfort (too hot, too cold)				
14. Students can't see/ hear well				
15. Noise in the classroom				
16. Time for student presentations				
17. Provision of Material, written or various media form to students , ex. Hand-outs				
18. Availability and Regular Maintenance of Technological Equipment/Application and Technical Support Services				
AFFECTIVE FACTORS				
19. Achieving Rapport with students				
20. Impersonalization / Student Anonymity				
21. Team teaching (large class teachers and fellow recitation teachers coordination)				
22. Teacher discomfort in teaching large classes				
23. Familiarity with new multi-media or web-based technology, other teaching aids				
24. Quality of multi-media presentations (ppt, audio, etc.)				
25. Intimidating atmosphere in classroom management (big crowd, varied background, personalities)				
26. Learning names				
INTERACTION				
27. Few opportunities for students to speak				
28. Giving attention to individual students				
29. Focus on the action zone (staying put only in front or a certain spot during classes)				
30. Improving relations with students by language switching (English, local language)				

	1	2	3	Solutions/Comments/ Recommendations
31. Clear parameters in using English or Mother Tongue in course delivery and student assignments?				
32. Less interesting lessons in lecture classes				
33. Excessive student note-taking				
FEEDBACK/ EVALUATION				
34. Using web-based technology for monitoring, consultation and submission (email, FB, internet, discussion board)				
35. Limited Time to Give Feedback (during class and consultation time)				
36. Getting Feedback from Students using SET				
37. Marking Load (checking papers, attendance, evaluations)				
MISCELLANEOUS				
38. Using assistant teachers or students				
39. Sharing resources with other institutions				

Appendix F (continued)

Which of the following teaching strategies do you use in your Speech Comm 1 large class? Pls. check .

Class Climate Setting		Lecture Practices				Assessment	
Knowing students by name		Lecture/rhetorical questions		Visual studies		Examinations	
Talking to students informally before classes start		Pro and con grid/debate		Total group response		Multiple choice	
Student ice-breaker exercises		debate		Case study		True or false/Yes or no	
Setting up of House rules on behavior, class attendance and participation, communication channels, consultation time		Guided analysis		Field trip		Matching	
Use of randomizer		Group discussion triggers – think-pair-share; brainstorming,etc.		Role play		Short answer/Fill in the blanks	
Assigned Seats		Storytelling		One-minute paper		Essay type questions	
Variety in seating arrangements		Short readings		Muddiest point paper		oral	
Techno support – video, powerpt, prezi		Self-assessment questionnaires		Narratives		computational	
Social media use – FB, Edmodo, Schoology		Immediate mastery quiz		Group presentations		Written exams	
Variety in class seating arrangement		First-person experiences				Visual exams with time pressure	
		Rewards					
Class survey		Student rewards or incentives for class participation		Point rewards			
Class contests							
Variety in class seating arrangement		Student rewards or incentives for external events		In-kind rewards			
Face-to-face consultations							

Other Activities:

Other Concerns:

Appendix G

Focus Group Discussion Guide Questions

1. Let's start the discussion by talking about what teaching SPCM 1 was before the 2010 large class policy?
2. Transition: What was your role? What was your contribution to the transition?
3. Compare and Contrast:
    a. Please look at the teaching environment in terms of
    b. Compare and contrast (small class size/ large lecture/small recit team teaching)
        1) teaching conditions and rewards
        2) course design (syllabus)
        3) course objectives
        4) course topics (too much, enough)
        5) teaching strategies
        6) teaching activities and frequency of use
        7) team teaching communication
        8) classroom interaction
        9) learning outcomes
        10) student feedback and assessment
4. What are the persistent challenges and concerns do you have in teaching SPCM 1?
5. What changes would you want to see made in the delivery of this course? Practicability and Effectiveness?
6. Have you considered leaving your job here? If so, why? What factors contributed to your decision to want to leave and to your decision to stay?
7. What suggestions do you have to improve the working environment under the LCP?

That concludes our focus group. Thank you so much for coming and sharing your thoughts and opinions with us. We have a short evaluation form that we would like you to fill out if you time. If you have additional information that you did not get to say in the focus group, please feel free to write it on this evaluation form.

Materials and supplies for focus groups

- Focus Group Discussion Guide for Facilitator
- 1 recording device
- Notebook for note-taking
- Refreshments

Appendix H

Stages of Concern Questionnaire

Please complete the following:

1. How long have you been involved in the large lecture/small recitation class approach?_____(years/months)
2. Years as a large class (>100 students) teacher:_____small class (20-30 students) teacher:_____
3. Have you received any formal training in large class management including team teaching and IT support (workshops, courses)? Yes_____ No_____
4. Are you currently involved in some other major innovation or program other than the large lecture/small recitation class teaching? Yes_____No _____. If yes, please describe briefly these other innovation.

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various innovations to many years experience in using them. Therefore, a good part of the items may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example:

0	1	2	3	4	5	6	(7) This statement is very true for me at this time
0	1	2	3	(4)	5	6	7 This statement is somewhat true of me now
0	(1)	2	3	4	5	6	7 This statement is not at all true of me at this time
(0)	1	2	3	4	5	6	7 This statement seems irrelevant to me.

Please respond to the items in terms of your present concerns, or how you feel about your involvement with **LARGE LECTURE/SMALL RECITATION CLASS APPROACH FOR SPEECH COMMUNICATION 1.** We do not hold to any one definition of this innovation, so please think of it in terms of your own perception of what it involves. The words innovation or approach is synonymous in the context of this questionnaire. Remember to respond to each item in terms of your present concern about your involvement or potential involvement with the large lecture class approach.

0	1	2	3	4	5	6	7
	Not true of me now		Somewhat true of me now			Very true of me now	

Please encircle the number corresponding to your concerns on Speech Comm large lecture classes:

1	2	3	4	5	6	7	1) I am concerned about students' attitudes toward the large lecture class format
0	1	2	3	4	5	6	7 2) I now know of some other approaches that might work better for this course
0	1	2	3	4	5	6	7 3) I am more concerned about another large lecture class innovation/approach
0	1	2	3	4	5	6	7 4) I am concerned about not having enough time to organize myself each day.
0	1	2	3	4	5	6	7 5) I would like to help other faculty in their use of the large lecture class approach/innovation for this subject

0	1	2	3	4	5	6	7	6) I have a very limited knowledge about the large lecture class innovation.
0	1	2	3	4	5	6	7	7) I would like to know the effect of reorganization on my professional status.
0	1	2	3	4	5	6	7	8) I am concerned about conflict between my interests and my responsibilities.
0	1	2	3	4	5	6	7	9) I am concerned about revising my use of the large lecture class innovation for this subject
0	1	2	3	4	5	6	7	10) I would like to develop working relationships with both our faculty and outside faculty using the large lecture class innovation for this subject
0	1	2	3	4	5	6	7	11) I am concerned about how the large lecture/small recitation class approach affects students
0	1	2	3	4	5	6	7	12) I am not concerned about this large lecture/small recitation class innovation/approach at this time.
0	1	2	3	4	5	6	7	13) I would like to know who are making and will make decisions with the large lecture class approach/innovation in teaching this subject.
0	1	2	3	4	5	6	7	14) I would like to discuss the possibility of using the large lecture class innovation/ approach.
0	1	2	3	4	5	6	7	15) I would like to know what resources are available in continuing to use the large lecture class approach in teaching this subject
0	1	2	3	4	5	6	7	16) I am concerned about my inability to manage all that the large lecture class approach requires in this subject
0	1	2	3	4	5	6	7	17) I would like to know how my teaching or administration is supposed to change.
0	1	2	3	4	5	6	7	18) I would like to familiarize other departments or persons with the progress of this new approach.
0	1	2	3	4	5	6	7	19) I am concerned about evaluating my impact on students.
0	1	2	3	4	5	6	7	20) I would like to revise the innovation's instructional approach.
0	1	2	3	4	5	6	7	21) I am preoccupied with things other than this large lecture class innovation/approach in teaching this subject
0	1	2	3	4	5	6	7	22) I would like to modify/revise our use of this large lecture class approach based on the experiences of our students.
0	1	2	3	4	5	6	7	23) Although I don't know about large lecture class approach, I spend little time thinking about the innovation/approach.
0	1	2	3	4	5	6	7	24) I would like to excite my students about their part/ role in this subject using the large lecture class approach.
0	1	2	3	4	5	6	7	25) I am concerned about time spent working with nonacademic problems related to the large lecture class approach

0	1	2	3	4	5	6	7	26) I would like to know what the use of the large lecture class innovation will require in the immediate future.
0	1	2	3	4	5	6	7	27) I would like to coordinate my effort with others to maximize the effects of large lecture classes.
0	1	2	3	4	5	6	7	28) I would like to have more information on time and energy commitments required by large lecture classes
0	1	2	3	4	5	6	7	29) I would like to know what other faculty are doing in this area.
0	1	2	3	4	5	6	7	30) At present, other priorities prevent me from focusing my attention on the large lecture class innovation/approach.
0	1	2	3	4	5	6	7	31) I would like to determine how to supplement, enhance or replace the large lecture class innovation.
0	1	2	3	4	5	6	7	32) I would like to use feedback from students to change the program.
0	1	2	3	4	5	6	7	33) I would like to know how my role will change when I use the large lecture class innovation/approach.
0	1	2	3	4	5	6	7	34) Coordination of tasks and people is taking too much of my time.
0	1	2	3	4	5	6	7	35) I would like to know how large lecture classes are better than what we had before.

Appendix I

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To: Elizabeth Segura-Kruger (Licensee)
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Date: April 23, 2015

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Sincerely,

Nancy Reynolds for SEDL, an Affiliate of American Institutes for Research

Date signed

Agreed and accepted:

Signature: __

May 1, 2015
Date signed

Appendix J

Interpreting High and Low Concerns

Stage 0: High and Low Scores	
High Stage 0	Indicates a person who is not concerned about the innovation
Low Stage 0–High Other Stages	Suggests intense involvement with the innovation
Low Stages 0–3	Indicates an experienced user who is still actively concerned about the innovation
Caution. If the Stage 0 percentile is particularly high relative to the other scores, the other stage scores may have little significance.	
Stages 1 and 2: High and Low Scores	
High Stage 1	Indicates a person who wants more information about the innovation
Low Stage 1	Indicates respondents who feel they already know enough about the innovation
High Stage 2	Suggests that respondents have intense personal concerns about the innovation and its consequences for them. Although these concerns reflect uneasiness regarding the innovation, they do not necessarily indicate resistance
Low Stage 2	Indicates that the person feels no personal threat in relation to the innovation
High Stage 1–Low Stage 2	Suggests that the person needs more information about the innovation. These respondents generally are open to and interested in the innovation
Low Stage 1–High Stage 2	Indicates a person who has self concerns. These individuals may be more negative toward an innovation and generally are not open to information about it
Note. Stage 1 and Stage 2 scores usually are similar. If they are not, check them closely.	
Stages 3 and 4: High and Low Scores	
High Stage 3	Indicates concerns about logistics, time, and management
Low Stage 3	Suggests that the person has minimal to no concerns about managing use of the innovation
High Stage 4	Indicates concerns about the consequences of use of the innovation for students
Low Stage 4	Suggests that the person has minimal concerns about the effects of the innovation on students

Stage 5: High Scores	
A high 5 score is complex	
High Stage 5	Suggests concerns about working with others in relation to use of the innovation. A person scoring high on Stage 5 and low on all other stages is likely to be an administrator, coordinator, or team leader. Coordinating others is the priority
High Stage 5 With Some Combination of Stages 3, 4, and 6 Also High	Suggests concerns about a collaborative effort in relation to the other stages with high scores
High Stage 5–High Stage 1	Suggests a desire to learn from what others know and are doing, rather than a concern for leading the collaboration
Stage 6: High Scores	
High Stage 6–Low Stage 1	Indicates a person who is not interested in learning more about the innovation. The person is likely to feel that he or she already knows all about the innovation and has plenty of ideas for improving the situation
High Stage 6–High Stage 3–Low Stages 0–2	Indicates a person who has become frustrated with not having Management concerns resolved and has developed strongly held ideas about how the situation should be changed. The high Stage 6 score indicates that the person has ideas about how to change the innovation or situation from his or her point of view
Stage 6 Tailing-Up for Nonusers	Suggests the person has strong ideas about how to do things differently. These ideas may be positive, but are more likely to be negative toward the innovation

Appendix K

FLANDERS INTERACTION ANALYSIS COMPUTATION GUIDE

Motivation Control

Use TOTAL Data Pts. $\frac{\text{Add Columns } 1+2+3}{1+2+3+6+7} \times 100 = \frac{\quad}{\quad} \times 100 =$ ☐

Teacher Influence (Direct)

Use TOTAL Data Pts. $\frac{\text{Add Columns } 1+2+3+4}{1+2+3+4+5+6+7} \times 100 = \frac{\quad}{\quad} \times 100 =$ ☐

Level of Extended Direct Control

Use % $\frac{\text{Add Columns } 4+5}{} =$ ☐

Teacher Talk (TT)

$\frac{\text{Add Columns } 1+2+3+4+5+6+7}{\text{Total Data Pts N}} \times 100 = \frac{\quad}{\quad} \times 100 =$ ☐

Pupil Talk (PT)

$\frac{\text{Add Columns } 8+9}{\text{Total Data Pts N}} \times 100 = \frac{\quad}{\quad} \times 100 =$ ☐

Teacher Talk Ratio (Indirect) ITT

ITT = $\frac{\text{Add Columns } 1+2+3+4}{\text{Total Data Pts N}} \times 100 = \frac{\quad}{\quad} \times 100 =$ ☐

Teacher Talk Ratio (Direct) DTT

DTT = $\frac{\text{Add Columns } 5+6+7}{\text{Total Data Pts N}} \times 100 = \frac{\quad}{\quad} \times 100 =$ ☐

Silence or Confusion Ratio SC

SC = $\frac{\text{Column } 10}{\text{Total Data Pts N}} \times 100 = \frac{\quad}{\quad} \times 100 =$ ☐

Indirect or Direct Ratio (I/D)

I/D $\frac{\text{Add Columns } 1+2+3+4}{5+6+7}$ ☐

Boxes/Circles: Get the 3% of total tally. Anything higher is significant
Same coordinates (column/rows) - square (steady cell)
Different coordinates - circle (trends in transition)