
ADDRESSING LARGE CLASS SIZES: LEARNING STRATEGIES FOR IMPROVING
ORAL ENGLISH OF STUDENTS MAJORING IN ENGLISH
AT YUNYANG TEACHERS COLLEGE

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Date: April 29, 2009

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A Seminar Paper Research

Presented to

the Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment of the

Requirement for the Degree

Master of Science

in

Education

by

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2009

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Statement of the Problem

The research focuses on the relationship between large class sizes and the effectiveness of classroom practice in spoken English classes at Yunyang Teachers College (YYTC). Cooperative Learning (CL), especially in relation to studies concerning problems in teaching large classes, may help solve the concerned problems.

Methods and Procedures

The research was conducted in and through the Karmann Library at the University of Wisconsin-Platteville and South-Central University for Nationalities (SCUN) China.

Primary searches were conducted via the Internet through EBSCO host with ERIC and Academic Search Elite, as well as Google Scholar as the primary sources. A further review relevant to research, studies, survey data, education policies (stipulated by the college) and their impact on classroom environment was conducted on both internet and campus. These were used to analyze the relationship between large classes and efficient teaching and learning in oral English at YYTC.

Summary of Result

The results of this study revealed that large class sizes show negative impact on students' oral English at YYTC, but they may be partially responsible for students' poor oral

communication competence. Other negative factors affecting students' oral English achievement may include the teaching facilities, teachers' qualification, teaching philosophy and students' attitudes and learning modes. English teachers at YYTC may employ CL and other suitable methods creatively to solve teaching and learning problems in oral English classroom activities.

This study also indicates that more research needs to be done in learning how to employ related CL principles and strategies creatively to reduce the disadvantage of teaching and learning oral English in large classes to the maximum.

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CHAPTER ONE

INTRODUCTION

The research problems to be addressed in this study include three primary concerns. The first is the relationship between the large class size and the oral English competence in classroom activities. Large class sizes are believed to be one of the constraints in fulfilling oral English activities especially in underdeveloped areas in China. Most of the teachers and scholars agree that large class sizes make language practice difficult for improving English learners' language competence in listening, speaking, reading and writing. The ratio of teaching staff and students in the top lists of colleges and universities in China also seemingly supports this idea, although there are still arguments over the direct relationship between the big class sizes and inefficient spoken English competence.

Secondly, my research focuses on possible solutions to the problems of unsatisfactory oral English competence by students majoring in English at Yunyang Teachers College (YYTC). It is crucial that colleges work out the problems affecting acquisition, because similar problems exist throughout the underdeveloped areas in China. The principles and strategies of Cooperative Learning (CL) will be recommended to improve language teachers' commitment and learners' competence of spoken English.

Most important, teachers of spoken English must ensure that the CL principles should be applied creatively so that CL cannot only improve student learning outcomes but have positive social, affective, and cognitive benefits as well (Willis, 2007). Traditional language teaching and learning mainly concentrates on language acquisition in listening, speaking,

reading and writing; CL in a spoken class may include language acquisition, leadership and collaboration. Students can also benefit much more from CL by communicating in “real English.” Observers may find that YYTC students are constantly practicing designed patterns and structures in the textbooks; students cannot express themselves after they learn from the textbook. CL divides students into groups and assigns them shared tasks so that they discuss topics among group members without “losing face”. They try to express themselves freely with the words, phrases and structures stored in their “input banks”. DelliCarpini (2009) believes that effective CL activities can foster the use of authentic language in a meaningful context; well-designed CL groups have chances to discuss a topic from different angles.

Statement of Problem

The problem to be addressed is “How may teachers creatively apply cooperative learning to large class size setting when practicing oral English?”

Delimitations of the Research

The research will be conducted in and through the Karmann Library at the University of Wisconsin-Platteville and South-Central University for Nationalities (SCUN) China. Primary searches will be conducted via the Internet through EBSCO host with ERIC and Academic Search Elite, as well as Google Scholar as the primary sources. Key search topics will include “class size and language learning”, “large class size and English teaching”, “large class size and learning English as a foreign language”, and “strategies of cooperative learning(CL) and teaching”. I will collect relevant information from published books, journals and the college documents.

Methodology

I will conduct a literature review on current issues of affecting oral English acquisition and the possible causes via library review on the internet. A further review relevant to research, studies, survey data, education policies (stipulated by the college) and their impact on college environment will be conducted on both internet and campus. The findings will be summarized and recommendations will also be made.

Definition of Terms

Large class size: It is the excessive number of students attending a class. Teachers in different areas define “large class” differently. In this article, a "large class size" refers to a college English major class with the number of students ranging from 45 to 50 attending an oral English class.

Communicative Language Teaching (CLT): CLT is an approach to second or foreign language teaching that the goal of language learning is communicative competence (Richards, Platt & Platt. 2000, p. 81).

Cooperative Learning (CL) Principles: CL refers to “group learning activities organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his/her own learning and is motivated to increase the learning of others” (Olsen & Kagan, 1992). CL is an instructional technique that requires students to work together in small, fixed groups on a structured learning task (Cooper et al, 1988). CL is characterized by positive interdependence, individual accountability, interpersonal skills, face-to-face interaction, and processing (Jonson et al., 1986).

Linkage to Theory

The study focuses on current practices and does not necessarily address any particular theory of language acquisition.

CHAPTER TWO

REVIEW OF LITERATURE

Large Class Size and Spoken English

In China, overall college and university enrollment has grown increasingly since 1999. Many students have benefited from this “expansion” policy. However the quality of higher education suffers from a lack of sufficient qualified teachers, and modern facilities (Li & Lin, 2006).

English teaching at YYTC currently faces problems caused by expansion. One of the challenges comes from large class sizes when English teachers manage classes of oral English. Edge (1980) reports that in large classes, the provisions for an opportunity for discussion or for any kind of oral input to the written work is difficult. Hu (2005) concludes that it is difficult for teachers to give individualized, interactive instruction to classes of large size. What class size is considered “a large class”? Researchers disagree on the definition of a large class. Hayes (1997) found that there could be no quantitative definition of what constitutes a "large" class, as perceptions of this will vary from context to context. Xu (2001) held that some people think that 50 would be large enough for a college English class; others would argue that a large English class could have as many as over 100 or even 150 students. Marcus (1997) pointed out that in Singapore a class size of 23 students was large, while in Hong Kong a comparable group of language teachers asserted that a class of 16 and over would be considered large.

The class sizes of English majors tend to be relatively larger. Study shows that in Hubei Province the top universities in Wuhan City, such as Wuhan University, Huazhong Normal University and Hubei University, used to have 20-25 English majors in a language class, but now the “boom of enrollment” has raised the number to 25-30 students in a language class. In underdeveloped areas, language classes have become even larger. YYTC has had large classes of English majors numbering 50 since 2001 (*YYTC Statistics*, 2008). Shiyan Institute has an average size of 40-43 students. The administrators of the universities and institutes may refuse to admit the classes are overpopulated, because standards are not yet in place. Instead, they use the student/teacher ratio. Higher Education Evaluation Center of the Ministry of Education (HEECME) stipulates that universities and colleges should maintain the student/teacher ratio at 18:1. Administrators of schools and HEECME neglect the language teachers’ complaint: “too difficult to handle”. Some universities and colleges manage to create a ratio of 18:1, even with 50 language learners packed in one classroom. Ehrenberg, Brewer, Gamoran, & Willms (2001) argued that class size was not the same thing as the pupil/teacher ratio which includes teachers, administrators, itinerant teachers, or other roles outside the classroom. Instead, the ideal class size or the ratio should be measured according to the actual number of pupils taught by certain number of classroom teachers at a particular time. However, it seems that the educational authorities rely too much on the student-to-staff ratio, and accept it as one of the standards to assess the quality of an institute.

Problems of Spoken English in Large Classes

Problems concerning conversational English in a large class are different from problems involving listening, reading and writing, because language instructors and learners carry out

oral activities or presentations in conversation classes. Language teachers and specialists have conducted research on the problems associated with teaching/learning in large classes. Some educators challenge the effectiveness of teaching oral English to a large class; they believe large classes can limit students' interactions and participation. It is widely admitted that teaching oral English to a large class has the disadvantage of creating less opportunity for students to practice speaking in class.

Large classes affect the communicative competence. Powell (1964) observed that students in large class did not have good opportunities to discuss and argue. Edge (1980) reported that it was more difficult to discuss written work in large classes. Xu (2001) further states most English teachers tend to regard teaching English in large classes rather negatively. Many language teachers associate large English classes with insufficient teacher-student interactions and poor efficiency and effectiveness. Hu (2005) concludes that it is more difficult for teachers to give individualized, interactive instruction to large classes.

Oral English assessment is also ranked as one of the most difficult challenges. It is hard for English teachers to assess student achievements of a large group within a short period of time. The assessment credibility may suffer. The American teachers working at YYTC complain about the month-long examination in each semester. First of all, they have to terminate their scheduled classroom activities in advance. They examine the students one by one in the room while others are waiting outside the room for a couple of hours. The teachers who teach eight classes (50 students in each) will work for more than one month to finish the examination. Kolo & Ojo (2005) note that marking is so cumbersome and time-consuming

that some teachers even “cook up” final examination scores which affect the validity of assessment of the examination as a whole and the quality of education.

Other language researchers hold different opinions on size of large class. Xu (2001) suggests that it is an acceptable solution to the shortage of teaching staff and resources since schools cannot avoid the situation. Take YYTC for example, the average class is numbered 50. If they are taught in groups of 25, the college will employ more teachers and provide more classrooms and teaching facilities. Yet, the financial policies of the college cannot support the smaller classes. Still, others insist there should be certain psychological and methodological advantages involved in teaching and learning in large classes. This appears unreasonable, but it is simply the real situation of most universities and colleges. LoCastro (1992) regarded class size as part of sociocultural mix of variables in language learning. Marcus (1997) suggested that some students may take greater comfort studying in larger classes since they are less likely to interact with others because they prefer anonymity.

Now teachers and researchers recognize that they must work to improve spoken English efficiently in large classes, because “...the phenomenon of large classes is widespread” (Coleman, 1989, p.10). Marcus (1997) further listed the factors which may cause large class size, such as lack of classrooms, insufficient teaching staff, financial constraints and high enrollment. Sturdevant (1972) pointed out, “Both the economic need and the physical facilities suggest the necessity for exploration of large group techniques as a workable educational approach...” (p.419). On the other hand, reducing class size may not necessarily improve students spoken English if teachers fail to apply appropriate methods. Bennett (1987)

agreed that "Reductions in class size to less than 20 students without changes in instructional methods cannot guarantee improved academic achievement" (p.5). All researchers agree that both large classes and small classes may share similar problems. However, teachers are regarded as the decisive factor in creating effective and efficient management of students. If teachers are dedicated to teaching methods and duties, much can be achieved. In other words, teachers may succeed in improving students' communicative competence if they fully prepare before going to the classroom, and if they creatively inspire students to get more involved in their class.

Students' Oral Competence versus Instructors' Strategies

Generally speaking, college English majors usually receive intensive training in oral English; their oral communicative competence should be quite good. However, a YYTC investigation suggests that middle schools and companies which employ the graduates complain about the graduates' low competence in communication skills. Almost all the English teachers of YYTC blame large class sizes, but *Semester Seminars* (2007) indicate that the large class size is only one of mitigating factors; other factors may also constrain students' oral achievements culturally and pedagogically.

Researchers realize that a teacher's strategies greatly affect students' oral competence. Learning by rote may store some knowledge; and Communicative Language Teaching (CLT) concentrates on teaching and learning language itself. Language teachers and administrators are increasingly aware that teachers hold the key of English language teaching and learning. So some educators imply that the most important constraint comes from the lack of qualified English teachers. We agree that qualified teachers are capable in language skills and can

apply linguistic theories psychological knowledge and efficient approaches to their classroom instructions. Zhou (1999) indicates that a good oral English teacher must have a good grasp of his or her teaching syllabus, have a good understanding of the teaching objects (students), and has a good understanding of teaching techniques. Negative cultural factors also constrain students' progress. The English students in YYTC are well disciplined, but nearly two-thirds keep quiet to avoid querying or being queried because they may make mistakes. They believe the teacher is the only authority, so they would passively wait for the correct answer when they practice English. That is to say, it is difficult for them to create an interdependent relationship among peers in the cultural context.

English teachers' qualification remains a big problem. At YYTC there are 56 English teachers working in the English department (*English Department Journal*, 2008). Among them are: one professor and three associate professors who teach the main courses, and six teachers with M.A degrees. The remaining 46 teachers only have bachelor degrees of English education. Class observation shows that most teachers focus on fluency and correct grammatical use of the English language. In the undeveloped areas teachers who teach oral English have very few opportunities to develop themselves in specially-designed programs that address problems in teaching large classes.

Universities and teacher education programs mainly focus on linguistic knowledge and teacher-centered lectures. This situation neglects the crucial area of pedagogical training. Akinsolu & Fadokun (2007) reveal that it is easy to find that most of the teachers who teach in large classes are normally not well trained for the purpose. Kolo & Ojo (2005) indicate that if teachers are effective, no matter how few or large the class is, much progress can be

achieved; if teachers are not well trained to cope with large classes, it will be difficult to manage students. Therefore, shifting the focus to a development of highly qualified teachers may improve students' oral English competence.

Using Five CL Principles to Create Effective Teaching and Learning in Spoken English Classroom

The English Department of YYTC has offered the course in spoken English since 1980. *English 900* and *New Concept English* were used by teachers as textbooks; and students were asked to recite all the English pattern drills. Unfortunately this traditional teaching method has been a failure. Most of the students could not express themselves when they wanted to talk. They could not communicate with native English speakers because rote methods ignored the crucial understanding that language communication is interactive. Qin (1999) found that the achievements of language teaching failed to meet the needs generated from all the fields of the rapidly developing society, and increasing contact with the outside world. As a result, some language teachers and specialists began turning to Communicative Language Teaching (CLT), which was adopted in China in 1979.

CLT regards interaction as its means and purpose of language learning, but some language experts criticize that it does not pay enough attention to the context in which teaching and learning take place, especially when the class is very large. It is true that CLT has given top priority to English listening and speaking competence. The function of teachers theoretically has changed from knowledge transmitters to facilitators and helpers. More communicative skills are used in spoken English classes. English majors have made some

progress consequently in spoken English course. However, in YYTC, spoken English teachers find that English teachers focusing on CLT cannot successfully manage large groups of students numbering 45-50. The “expanded” class size provides only high level learners with opportunities to participate in the activities. The learners at low levels can not improve their English competence. In an oral examination for 500 students, more than 300 students from rural areas are graded as low-leveled learners (*English Department, 2008*). Students treat teachers’ classroom instructions as theory authority, and become used to sharing standard knowledge and experiences only with teachers. In addition, these students eagerly expect the help from teachers instead of their peers. Therefore, it is necessary for teachers to make use of Cooperative Learning (CL) to help students improve themselves in oral communication practice and activities.

Olsen & Kagan (1992) defined CL as group learning activities organized so that learning process is dependent on the socially structured exchange of information between teammates within groups; each of the members of the group should be responsible for his or her own learning, and are at the same time encouraged to improve the other teammates’ learning. CL seems to offer more strength to improve oral communication competence in learning English as a foreign language. It is quite hard for language teachers to apply CLT to oral activities efficiently in large classes. Then it is wise for them to turn to CL so that teachers and students may make advantages of its strengths in teaching and learning. Gillies (2007) explained CL’s five principles are: 1) Positive interdependence enables group members to work together to achieve the group’s goal; 2) Individual accountability requires individual contribution to the group; 3) Interpersonal and small-group skills are very important because students should

learn how to communicate effectively with one another so that they can learn how to express themselves; 4) Promotive interaction enables participants understand they should encourage each other to get involved in the face-to-face discussions about the shared task; 5) Group processing enable learners to assess how well their groups are working and what social skills they should use to help all the group members to make progress and what they should do to maintain effective working relationship among the teammates. The mentioned principles have the following characteristics: the classroom activities and goals are shared; all members contribute to the shared goal; close involvement with the goals. For YYTC teachers, they should make sure that students should encourage and help each other to make progress in the goal-oriented activities. For English majors, they should learn how to bear individual accountability and how to communicate with one another. These are what they need most.

Teaching and learning philosophy influences may constrain CL based oral English activities of large class sizes. YYTC teachers of English majors may use the above mentioned principles creatively and flexibly when managing different large classes. Traditional classroom procedures foster a relationship of “transmitting and receiving” between teachers and students, and students may be accustomed to passive learning and “spoon-feeding”. Similarly, some teachers may believe that effective instruction requires quiet and obedient students. Some students may not be inclined to celebrate one another’s success, or working cooperatively on a group project. Many high-level students may be reluctant to share a table with a “backward” classmate. If they find the table mates’ oral English is poor, they will not practice it with them. They believe their achievements and success are very personal and individual.

Different cultural influences may constrain the procedure of an oral English class when teachers divide the students into small groups. Some experts think it is good to make a grouping at random. But the teachers at YYTC may have to consider the students' cultural contexts and use this principle flexibly. Students who come from cities are brave and would like to talk in oral English class while those who come from rural areas are quiet. If all the group members are from rural areas, teachers may find it is hard for the students to finish the shared task. Teachers may also find their students do not encourage each other to get involved or contribute to the shared task; one or two students work harder while the other students who do not understand the assignments "take credits". Teachers have to creatively design tasks that all the students can get involved. Teachers are unhappy to find the students cannot make "face-to-face" discussion when they give the instruction because all the chairs and desks are firmly fixed to the floor in rows. All these may happen at YYTC.

The five principles are related to each other to achieve positive outcomes. It will take a long time for Spoken English teachers to use them efficiently; students also need time to accept the related principles. Individual accountability requires all the group members to make possible contributions to the structured goals. Teachers have to inspect all the group members to make sure they all get involved because students may work; others do not. In a traditional oral English class at YYTC, students do not have the sense of "positive interdependence" and "individual accountability". A traditional classroom instruction also requires students to complete assignments independently. It takes time for students to accept "face-to-face" interaction because they would like to compete with each other. For

teachers, these five principles can be used according to different social contexts, English levels and even students interests.

CL has improved the relationship between group members or teammates. According to Johnson et al. (1986), the CL principle of “positive interdependence” indicates students must understand they “sink and swim together.” (p. 8). Achievements can be achieved by sharing mutual goals, resource and information, assigning roles with one another. This altered the competitive learning or “winners vs. losers” procedure. Classroom observation shows that many “moderate and low-leveled students at YYTC like the strategy because group members can help each other without “losing face.” English teachers may find some students are quiet when they are required to practice English. They always hide their heads between books when asked questions. They are nervous and scared. The worst thing is that the teachers do not have enough time to satisfy each of the students’ needs; similarly, the students do not have enough opportunities to participate in a large class. CL may be necessary when oral English teachers want to establish a good teaching and learning environment. Johnson, Maruyama, Johnson, Nelson & Skon (1981) suggested that CL could improve students’ self-esteem, their understanding of task, and to overcome fear and shyness in front of peers and teachers.

As an efficient set of teaching principles, CL is widely introduced to language learners as student-student interaction. Miller & Peterson (2003) state that the principle of CL is that the students work in small groups to accomplish a structured goal or to solve a problem so that each of the group members makes progress from the CL activities. In spoken English class,

students get involved in talking to each other to improve their competence. All group members need to participate in designed activities. A large class seems difficult to get group peers totally involved in oral interchange among themselves. That is why Johnson et al. (1986) discovered that CL needs face-to-face interaction.

The principle of individual accountability seems different from the teacher-centered lectures. Spoken English teachers must be sure that each of the students bears his or her own responsibilities. The purpose of this principle is to “Maximize the learning of each member (p. 45).” At YYTC, English teachers sometimes divide students into groups, but problems arise when students are required to divide shares of tasks among themselves or comment on each other’s mini-speech. Teachers may easily find that the stronger students will do all the work, This is not CL. Students will not benefit from the procedures in this sense. The students in small groups, with different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of the group is responsible not only for learning what is taught but also for helping teammates create an atmosphere of achievement so that nobody falls behind. CL may help enhance students’ communication competence and help them overcome the disadvantages of large classes.

The oral communication of spoken English courses is different from verbal communication like reading and writing. Students need social skills to communicate with each other. Unfortunately teacher-centered classes or large group instructions deprive students of their opportunity to communicate. Gillies (2007) implies that the interpersonal and small-group skills are rather essential because students need to learn how to persuade

people, how to argue over different points, how to express their own ideas if they do not agree with each other. So students can learn how to work collaboratively on leadership, trust-building, and conflict management. However, English teachers must realize that the students may not do so effectively; it takes time for both teachers and students to learn and practice (Johnson et al., 1986).

English language teachers may take the advantage of the above principles to help students achieve communicative competence. Teachers may design cooperatively structured tasks to promote students' positive interdependence. A small group may share a topic and discuss it briefly before the group reporter makes a presentation. Carefully arranged groups with different levels may make promotive interactions more efficient. Some language experts call it "face-to-face" interaction, which is always acceptable in oral English practice. Teachers may divide the 45-50 students into ten or more groups and ask them to talk "knee to knee and eye to eye." (McGuire, 1992). If it is used properly, classroom activities in a large class may be more efficient.

However, English teachers should know that we have problems when we apply CL to spoken English course. The fixed chairs cannot provide students with "face-to-face, eye-to-eye" interactions. Random grouping may also collect a group of silent students. Grouping is one of the recommended strategies to English teaching and learning activities.

Chan, Cheng, Wu, Jong & Lin (2007) discovered:

Research results have revealed the existence of more mutual assistance in groups comprising a combination of learners with high, medium, and low abilities and in groups comprising learners with a combination of medium abilities. Therefore, heterogeneous groups perform better in cooperative learning activities... This study adopts heterogeneous grouping in order to facilitate interaction between students with different

backgrounds and enhance interpersonal relationships while students learn academic subjects. (para.2)

Jacob, Rottenberg, Patrick & Wheeler (1996) believed that the input and output theories may benefit from cooperative learning by providing more opportunities when foreign language learners get involved. If teachers use the skills and principles of CL properly, language learners are expected to achieve much progress. Cooper et al. (1988) summarize the facilitative advantages of CL as the development of students' higher-level thinking skills, social skills, self-esteem and promotion of learning and academic achievements.

Students in large class at YYTC may benefit from the advantages of CL if the principles are applied to classroom instructions creatively. They may minimize the constraints caused by large class sizes or other negative factors. Meanwhile CL also requires qualified language teachers to make full preparations before they teach. Xu (2001) believes that careful, thorough lesson planning is not only important for language teachers working with a large class; it is the first step for effective teaching and is therefore crucial.

CHAPTER THREE

CONCLUSION AND RECOMMENDATIONS

The literature review suggests English teachers and linguists have reflected on the most effective methods for language acquisition in China since English was first taught there. Some research focuses on the need to find strategies which may help improve oral communicative competence; other research focuses on how to teach college students in different situations. Recent research suggests that competence in communication skills on advanced levels is far from what might be expected when students are taught in large classes.

It appears that the relation between large class sizes and oral English competence is hard to clearly establish because it is complicated by many variables. Some language educators suggest that large class sizes are responsible for the unsatisfactory oral communication competence in the underdeveloped areas. However, further research indicates that large class sizes appear to only be one of the challenges and constraints in teaching and learning English. Teachers are urged to adopt CL strategies flexibly to overcome the problems caused by an overcrowded classroom. Other teachers, for example, argue that more teaching skills and strategies should be applied to English teaching practice. To overcome the problems caused by large class sizes (such as overcrowded classroom), teachers therefore should both adopt CL strategies flexibly and consider other skills and strategies that may improve students' communication competence.

The literature review allows for analysis of the teaching situation at YYTC, a teachers college in an underdeveloped city in Hubei province. Large class sizes, different cultural influences, social background and limited knowledge of pedagogy lead some English

teachers to conclude that it is more difficult to teach students oral English in a large class. Spoken English teachers at YYTC should be aware that CL principles can be applied creatively and flexibly according to different levels and cultural backgrounds. Every learning environment is a specific context. Teachers cannot just copy another's methods with CL skills. As a teacher, one has to understand the principles of CL and why one uses certain methods for certain ends. Much of the research focuses on different skills and strategies of CL approach. However, few of them discuss how to develop a good relationship between teachers and students in a specific setting. Cooperative relationship is more important than related CL skills because good teachers should be good friends. But YYTC English teachers have to bravely determine their teaching philosophy first. The college administrators require teachers to be good friends, parents if possible. If a teacher behaves like a parent, taking care of his or her students, they will tend to trust the teacher. With trust in the teacher, the students believe that the teacher's methods are effective and reliable, and the students will almost automatically cooperate with the teacher. A successful oral English class with a large group of students may be based on a sound relationship of trust and respect between the teachers and students; in addition to the important foundation of trust, the principles of CL may add to the development of an effective learning environment.

To rectify the current low level of English oral competence at YYTC, I therefore suggest that the English department adopt CL principles for classroom instruction creatively and flexibly. Teachers are almost always the key factor concerning the effective teaching and guidance of students. As part of their professional development, English language teachers

should also attend pedagogy seminars and workshops to improve their ability to facilitate effective student language acquisition.

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