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on students achievement.

Doing responsible teacher education means acknowledging that we must help our clients discover the power of a role as a teacher. Teacher educators need to do what good teachers anywhere need to do--help our students learn to think and act independently. To achieve this goal, small group teaching is one helpful strategy to be adopted in our large classes, if we have decided to act responsibly toward our eager, impatient and vulnerable clients. This should be part of teacher education course work and expectations that has emerged from an intellectual world where knowledge is seen as created rather than received (Von Glasserfield, 1991) mediated by discourse and cooperation rather than transferred by teacher talk (Vygotsky, 1962), explored and transformed rather than remembered as a uniform set of positivistic ideas (Dewey, 1962, Rorty, 1979).

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Third, the teacher doesn't have to be directive because peer helping to promote learning is often encouraged. Classroom interactions are high, students ask a lot of questions, make a great deal of contributions, they don't have to pretend to understand, and have high levels of engagement (Good and Brophy, 1991, Wang, 1991, Bennet, 1991, Wood, 1991). The teacher has more time to give remedial assistance to those who may face difficulties. Fourth, group-learning, opposite solitary learning, enjoys social and intellectual stimulation of learning with peers (Dyson, Millward and Skidmore, 1994, Riding & Read, 1996, Hart, 1992).

Conclusion and Recommendations

From a wide range of special and ordinary school settings, in Britain and elsewhere, classroom research indicates that some common classroom practice is not necessarily helpful to students, especially to those who are relatively unsuccessful learners. Among these practices we can talk of "whole-class teaching" in large-size classes. This kind of practice, which has been the common one in gran since we started teaching foreign languages to our students, hinder the active involvement of students in their own learning (Tapscott, 1999). At the same time, teachers from primary through post secondary grader are faced with both increased class sizes and a greater diversity of students with broad spectrum of abilities, interest, needs and goals.

The number and diversity of students who populate contemporary classrooms means that teachers face difficult pedagogical decisions if students are to learn effectively and enjoyably.

The effects of within-class grouping on students achievement have been the focus on educational research done by J. A. Kulik & Kulik, 1987, 1991, Lou et al., 1996, Sullivan, 1987, 1990. Group teaching is seen as the

promotion of learning experience in which:

- The learners are active (not passive, dependent, unforthcoming and socially isolated in their learning)

- Educational talk, focusing on the task in hand is emphasized

- Social experiences are integral to learning and highly valued

- Teachers build on and extend students' thinking

- Through scaffolding and mediation teachers encourage cognitive restructuring

- Students' awareness of their own learning is assisted

- Transfer is facilitated

- Challenging tasks indicate that teacher expectations are high

- Students are gradually helped to become self-directed, self-aware learners, who are in control of their own learning

- Confidence and self-esteem are raised.

Group-teaching is not the recipe or the blueprint for action. Yet, I believe it is the method and the framework applicable to learners of any age and ability of large size classes. Therefore those of us who teach teachers need to work to help prospective teachers see small-group as an appropriate technique. We are responsible to present to these prospective teachers images of teaching as something other than telling.

Small-group instruction requires teacher training and adaptation of instructional strategies to this kind of teaching. It may also require the teacher to adopt different teaching philosophies as well as to use different instructional strategies and employ different materials than when using the traditional whole-class approach. Therefore to help teachers make the appropriate transition, acquire new instructional strategies, they need to be trained accordingly. This training will optimize the effect of small-group instructions

teaching sessions. Groups of about six students and a teacher supported each other's learning, and overtime showed impressive gains in reading comprehension. The pupils moved on to producing their own learning materials, forming a culture of learning, where reading, writing and thinking took place in the service of a recognized, reasonable goal-learning and helping others learn about a topic that deeply concerned them (Brown and Campion, 1996, p. 124). The researchers judged the nature and quality of their learning to be communal and joint, totally different from that obtained in an individual setting.

Peer-tutoring, within-class grouping, and whole-class teaching are the methods, We can suggest to be employed to teach large classes of any size. Within-class grouping has reciprocal tutoring as its component, therefore it is not needed to be discussed further. So, let's talk about the latter and the whole-class instruction, to find out how we can elicit students' participation and then use their existing ideas as a basis for helping them construct new more reasoned, more accurate, or more disciplined understanding.

Whole Class Teaching

Whole-class teaching means teaching students as a single large group where the emphasis is on uniformity and not on diversity. In other words, the teacher provides the entire class with a single detailed explanation which is followed by assigning the same homework for every individual. There's no peer explanations or peer's encouragement. All the encouragement comes from the teacher and the explanations are also given by him. Whole-class teaching is done for the following reasons:

First, because of uniformity of instruction, all the preparation time of the teacher is spent on developing one single set of instructional materials rather than many sets of materials.

Second, teaching a whole class means that the teacher sets one set of instructional objectives, at a fixed pace of instruction, for all students.

Third, the teacher is quite directive because this facilitates teaching a large class.

Fourth, students, more or less, have equal chance to be exposed to the same learning opportunities.

Within-class grouping or teaching small groups at a time means teaching a whole class in several, small- groups. The use of small groups within class can range from merely placing students together physically to using specific instructional strategies such as cooperative learning and special materials to accompany the grouping.

Discussion

Cooperative learning is an instructional strategy in which small groups of students work together on activities that are carefully designed to promote interdependence as well as individual accountability (Abrami, et al, 1995). Positive interdependence exists when individual accomplishments contribute positively to the accomplishments of others- for example when all member of a group receive the same product or the learning gains of all the members. Individual accountability exists when students are responsible for their own learning and the learning of other group members- for example, when each member of a group has clear tasks of roles to accomplish and there is some measure of individual performance.

Group teaching is done for the following reasons: First, this way we emphasize on diversity rather than uniformity of instruction. Second, the teacher can choose, depending on the situation, between giving a single brief explanation to the entire class or providing different explanations for different groups.

understanding and a greater hold on the learning, as well as raising their self-esteem: whatever the reason, the gains they make as tutors (or as participants in collaborative mixed-ability groups) are well documented (Bennet, 1991/ Topping, 1987).

The teacher can not possibly remember exactly where 30-40 students are as individuals, and where they should be expected to go. Each student, however can hold this personal information and work toward a goal as long as he/she knows what that goal is and what the steps are along the way (Wetson et al., 1998).

What's wrong with didactic Teaching?

What seems to be missing in abovementioned process is that kind of instruction and indeed climate in which it used to be natural to make learning targets explicit and to spell out the criteria for success. This can be done with the long established tradition of direct or didactic teaching, the transmission of information from teachers to learners, often effective in developing basic reading, number and practical skills. Such approaches are less so with older pupils (like high-school students) and broader areas of curriculum, and where students experience difficulties in learning. Where it is the dominant approach the risk is that students may become somewhat passive learners, and not develop into creative and independent thinkers. Direct transmission methods alone are unlikely to promote habits of reflection or pupils' active involvement in cooperative learning. They have been prominent with in special education and it is relatively recently that highly structured pre-planned programs have been acknowledged to have limited out comes in general understanding, and

generalization.

The Advent of collaborative Methods

Vygotsky, the Russian psychologist/ more than sixty years ago emphasized the crucial roles of other people, parents, peers and teachers, in assisting a child's learning from the earliest days. Vygotsky contends that learning is constructed jointly through social interaction, and understanding can be enhanced by the appropriate amount of assistance, finally turned to what children know and can do-- contrary to Piaget who placed considerable importance on what the child could discover for himself rather than with the help of others. Vygotsky's emphasis on potential rather than maturation and readiness and the role of "more knowledgeable other" person is immensely important. Meadows (1998). also suggests that students' peer collaborative learning may be in advance of individual development because, apart from intrinsic enjoyment and motivation, understanding could be enhanced by interaction with others.

Many commentators agree that good educational practice is goods for all pupils at all levels of ability. So what can teachers, particularly in large classes, do to help students learn better and feel better about their learning?

Within-Class Grouping

One resolution which was elaborated on was tutoring. To discover other strategies we need to look at the large number of positive suggestions that have been made in the last few years, and identify points of agreement between them.

Brown and Campion's (1996) reports of work with "academically marginal" students in the United States, group-learning is an integral feature. The researchers' goal was the joint construction of meaning through reciprocal

Introduction

It is true that the rapidly changing trends in English language teaching (ELT) methodology are requiring teachers to possess different characteristics. As o' Sullivan, Jones and Raid (1988, p.3) Point out, teachers now are expected to adopt a philosophy of lifelong learning in their own professional activities, which, in fact, supports the concepts of "teacher development" Woodward (1991), and reflective model" for foreign language teacher training suggested by Wallace (1991) For instance, nowadays classroom teachers should be encouraged to employ pedagogical methods to improve the active involvement of students in their own learning (Tapscott, 1999). In other words, time is ripe for change, and change must happen if students are to make better progress than they appear to have made.

Effects of Pair-work or Cross-age on Student-Achievement

A better way in which we can begin to move from unproductive, barren methods toward something more workable is to capitalize on the biggest resource available in the classroom.

Other children need to be involved whenever one of their peers is struggling with an aspect of learning or behavior, for two reasons. First, they need to be involved because children owning their own targets still need someone to befriend, support and coach them, someone to help them monitor progress, and someone to celebrate with if they succeed. The teacher can not be this person, but potentially 30 to 40 available helpers of a large class can be. Second, peers need to be involved because of the supreme power of the social world to motivate, challenge and reward: for most students interaction with the peer group is the most important thing that happens at school, and work with a peer, a more powerful energizer

than even the most inspiring teaching.

The main models for liberating this peer energy in a large class have been summarized by Charlton (1998), and include collaborative group work, pair-work leading to peer and cross-age tutoring. They are described in detail by writers such as Johnson & Johnosn (1987), McNamara and Moreton (1997), and Goldthrope (1998).

McNamara (1997), and Moreton provide us with the most complete methodology, based on students working in pairs to target-set in an area of weakness and then practicing to improve in that area by being tutored by a peer.

Students are first taught the complex skills they need to carry out these roles; they may then work in random pairs or may choose a particular "coach" who has a strength in the area they have targeted for improvement.

The methods like this have proven to be highly successful in large classes. There are numerous studies showing the effectiveness of peer tutoring as a means of raising achievement. In an interesting example, Levin and Glass (1986) compared increase in teaching time, reduction in class size, computer assisted learning and peer tutoring and found that only the latter was effective in raising achievement in maths.

Peer tutoring works not only for the tutee, but also for the tutor. The tutor student leads the tutee student by the land through streets that the teacher has never gone through because they had no difficulty in flying to the destination; sometimes they are streets the teacher only went through once because they learnt quickly, and sometimes they are streets they only vaguely recollect. (McNamara and Moreton, 1997, p. 60).

For the tutors, the process of turning through streets they have themselves only recently explored seems to allow them to gain deeper

How to Teach Large Classes

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چکیده

کلاس های پرجمعیت و تدریس در این کلاس ها، هم برای معلمان و هم برای دانش آموزان همیشه مشکل آفرین بوده است. با آن که پس از انقلاب مقدس جمهوری اسلامی در ایران تغییرات اجتماعی عمده ای رخ داده است، وضعیت تعلیم و تربیت به خصوص در مدارس دولتی، تغییرات چندانی را شاهد نبوده است. تدریس به روش های سنتی و غیر کارآمد هنوز هم معمول است و این شیوه ها به خصوص در کلاس های پرتعداد از کارایی و اثربخشی لازم برخوردار نیستند. تدریس در این گونه کلاس ها نیاز به تمهیدات مناسب دارد.

در این مقاله شیوه هایی پیشنهاد شده است که می تواند اثربخش باشد. البته به کارگیری آنها، تعلیم و بازآموزی همه دبیران، چه کارآموده و چه کم تجربه، را می طلبد تا بتوان نیازهای دانش آموزان را در یک جامعه در حال تغییر تأمین نمود
کلیدواژگان: پیشرفت معلم، مدل انعکاسی، روش غیر مفید، همسالان، درس خصوصی، حرمت نفس / احترام به خود، گروه بندی کردن، تدریس متقابل، تدریس به کل کلاس، اتکای به خود

Abstract

Today, children and youth are being educated in a world greatly affected by social change. Many countries have adjusted themselves to the changes. Here in Iran, where we have had a great revolution and a great social change, very little has taken place to change the character of our public education.

Now, we face three major concerns: One concern relates to large-size classes in most public schools; the second relates to the methods of teaching and learning; and the third concern relates to the orientation of public-school teachers to meet the challenge of change.

This paper elaborates on the first and second concerns, and touches up on the third one by offering suggestions on how to help teachers make the appropriate transition.

Key Words: teacher development, reflective model, unproductive method, cross-age, tutoring self-esteem, grouping, reciprocal-teaching, whole-class teaching, directive, interdependence.