Assessment of Teaching Strategies, Classroom Interaction and Teacher Concerns in the Implementation of Large Class Policy on a Speech Communication Course

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ABSTRACT

This study aimed to identify the teaching strategies used in the classroom and concerns of teachers in the implementation of large class policy. This study also looked at the perception of teachers in their interaction with their students as well as the perception of students at their teacher's interaction with them. The six speech communication lecturers and 716 undergraduate students in the 2nd semester of 2014-2015 were the participants of the study. Researchers asked teacher respondents to fill out several questionnaires to identify large class-teaching strategies, gauge teacher-student interaction in large classes and determine personal concerns. One-on-one interview with the teacher respondents was also done to validate the results obtained from surveys. Moreover, they also asked students to fill out the Questionnaire on Teacher Interaction (QTI) to determine their perception of teacher's interaction in the classroom. The teachers revealed their various large class teaching strategies, the most common of which is the discussion type. Teachers' perceived classroom interaction with their students were in agreement with that of their students giving higher scores in the types depicting positive interpersonal behavior like leadership and helpfulness and lower scores in the types depicting negative behavior such as dissatisfaction and admonition. Based from the one-on-one interviews, teacher respondents felt lesser interaction with students in the large lecture class compared to the previous small classroom set-up. Results from teachers' stages of concern profile showed that they were unconcerned on the implementation of large class policy. Some expressed their strong opposition on the policy and had other educational changes in mind that competed for their attention at the time of the study. There were also issues on credit loading and collaboration with recitation teachers raised during interviews.

Key Words: Large class policy, teaching strategies, classroom interaction, teacher concerns, speech communication.

1. Introduction

Education is one of the precursors of development of a country. Specifically, developing countries see higher education as indicative of its economic and social development (Hornsby et al, 2013). In effect, global enrolment in tertiary education has been evidently increasing. With this, 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).

Based on studies, large class schemes are seen as the most viable educational solutions in meeting increasing student populations (Altbach, Reisberg, & Rumbley, 2009). 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). The majority of developing countries in Asia have made large classes a significant teaching format at the elementary, secondary, and increasingly at the

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tertiary levels, particularly in the public education sector (Sadiman, 2004; Yaakub, 2013). 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, many countries consider large classes as 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 suggested 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. Students described the large class policy as a cost-cutting measure that is anti-faculty and anti-students (Cinco and 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, p. 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,p. 1; Sanidad, 2011).

Speech Communication 1 (SPCM 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. Few literatures were available 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 took 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 UPLB under its large class policy. This study sought to answer the following:

a. What are the strategies used by the lecturers to teach in the large class of SPCM 1?
b. How do teachers perceive their interaction with their students?
c. How do students perceive the interaction of their teacher with them?
d. What are the concerns did the teachers have regarding the implementation of large class policy?

2. Methodology

2.1. Design

The design employed in this study is a mixture of qualitative and quantitative research designs. The study made use of established questionnaire tools to objectively measure the classroom interaction of teachers with their students and degree of concerns of teachers in the implementation of large class policy. One-on-one interviews among the teacher respondents were done to validate the quantitative results.

2.2. Case Profile

The implementation of large class policy in UPLB started in 2010 in order to solve the high number of enrollees in some courses such as the General Education courses. For SPCM 1 classes, all concepts were discussed in the lecture and the applications or recitals were done in the recitation class. The large lecture class is usually handled by senior faculty members while the recitation class is handled by the junior faculty members.

2.3. Participants

Six SPCM 1 large lecture class teachers and all of their students in the second semester of 2014-2015 are the participants of this study. The recitation instructors were not included in this study since the class component affected by the change is the lecture class.

The youngest and oldest teacher respondents are 32 and 55 years old, respectively. They have an average of 17 years of teaching experience with a minimum of three years and a maximum of 34 years in the service. 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.

A total of 716 students responded in the survey in which majority (66%) of them are female. Forty percent of them are in their second year while the 4th year students were the least in number at 14%.

2.3. Instruments and Materials

There were five instruments and materials 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. The researchers were granted permission from the original developers of these established questionnaires.

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.

Questionnaire on Teacher Interaction (QTI). 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. Among the versions of QTI, the 48-item 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, Fraser, & Cresswell, 1995).

It has a five-point response scale, with 1 as Never to 5 as Always. A typology of teacher interpersonal behavior can be categorized into eight types: Directive, Authoritative, Tolerant/Authoritative, Tolerant, Uncertain/Tolerant, Uncertain/Aggressive, Repressive and Drudging (Rickards, 2003). There are six items dedicated to each type. 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…".

Stages of Concern Questionnaire (SoCQ). The SoCQ, one of the diagnostic tools included in the Concerns-Based Adoption Model (CBAM), is used to assess teacher concerns about strategies, programs, or materials used in school. It is a 35-item questionnaire wherein five statements were assigned to each stage of concern. There are seven stages of concern identified in the questionnaire and these are unconcerned, informational, personal, management, consequence, collaboration, and refocusing stages.

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, Hall, & Stiegelbauer, 2006).

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 percentile scores provided in the manual of this questionnaire (George, Hall, & Stiegelbauer, 2006). The interpretations of results were also guided by the manual.

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 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. The data that were generated were used in validation of the teaching strategies used, and concerns identified in the questionnaire.

Flanders Interaction Analysis System (FIA). The study used FIA to classify the verbal interaction of teachers and students in the classroom. There are ten categories used wherein seven where classified as teacher talk, two categories where classified as pupil talk, and the remaining category as silence or confusion (Amatari, 2015). This tool is employed in the audio recordings gathered in the lecture sessions of teacher respondents.

2.4. Data Collection

Pre-testing of survey questionnaires. Before the actual conduct of the survey, pre-testing were done to three junior SPCM 1 recitation teachers and a group of students not taking SPCM 1. Typographical errors were corrected and unclear statements explained and edited. No major revision was made in the questionnaires.

Survey Administration. Before the conduct of the student survey, the researchers asked permission from the lecturers to distribute the QTI in their lecture classes and without the latter's presence. The researchers then went to the specific sections and explained what the survey was all about; after which, they 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.

One-on-one interviews. 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. The one-on-one interviews took around 30 to 45 minutes to finish with every teacher respondent.

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. 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.

2.5. Data Analysis

To determine the teaching strategies used by the teacher respondents, the results from the teacher interview survey were tabulated and presented in percentages.

To determine the perceive interactions in the classroom of teacher and student respondents, the results from QTI and audio-video recordings were analyzed. For each subscale of the QTI questionnaire, mean scores among statements were computed. This is done for both student and teacher respondents. Flanders Interaction Analysis was done on the recording for every teacher respondent in their actual class. Video recordings were reviewed and the events (type of interactive behavior and

who is speaking) per class were encoded on a matrix pair of numbers following certain rules in decoding class observations. The numbers were then plotted into a matrix consisting of ten columns and ten rows. Each column and row represents one of the ten categories of the Flanders's coding system. 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. All inputs from these analyses were triangulated with the results from the one-on-one interviews.

In order to determine the concerns of each teacher respondent, the sum of five items in each stage were computed and converted in percentile scores. The results from all teachers were summarized in a graph and interpreted. Results from the scores generated in every stage were validated through the one-on-one interviews.

3. Results

To answer the first research question, teachers were asked about the strategies they used in teaching SPCM 1 in the large class set-up. The teaching strategies in the large class mode are presented in Table 1. Majority of the teachers used discussion 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 1
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

ball pen 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.

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, 2011).

In order to answer research questions two and three, questionnaire on teacher interaction and audio recordings from classes were analyzed. Table 2 presents the average ratings of teachers' interpersonal behavior according to their perceptions of their own and ideal behaviors 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 2

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

Type	Form	Mean Item Score for Teacher Interaction					
		A	**B**	**C**	**D**	**E**	**F**
Leadership	Teacher Actual	4.50	3.67	4.20	4.17	4.17	3.83
	Teacher Ideal		4.83		5.00	4.83	5.00
	Student Actual	4.00	3.94	4.26	4.31	4.26	4.28
Helping/Friendly	Teacher Actual	4.40	3.50	4.00	4.50	4.00	3.83
	Teacher Ideal		4.50		5.00	4.33	3.67
	Student Actual	3.80	3.58	3.74	3.99	3.85	3.86
Understanding	Teacher Actual	4.67	3.50	4.00	4.50	4.33	4.00
	Teacher Ideal		4.67		5.00	4.83	4.67
	Student Actual	4.02	3.81	3.77	4.23	4.02	4.22
Student responsibility/free-dom	Teacher Actual	2.50	2.33	3.33	2.50	2.33	2.83
	Teacher Ideal		2.17		2.67	2.50	2.00
	Student Actual	3.00	2.76	3.04	2.82	2.73	2.76
Uncertain	Teacher Actual	1.50	1.33	1.50	2.33	1.33	2.67
	Teacher Ideal		1.00		1.00	1.00	1.00
	Student Actual	1.94	1.89	1.89	1.81	1.86	1.65
Dissatisfied	Teacher Actual	1.75	1.33	2.00	1.83	1.17	2.50
	Teacher Ideal		1.33		1.00	1.67	1.50
	Student Actual	1.72	1.96	2.00	1.68	1.87	1.58
Admonishing	Teacher Actual	2.00	2.00	1.67	2.67	1.50	2.67
	Teacher Ideal		1.33		1.33	1.50	1.50
	Student Actual	1.72	1.98	2.43	1.69	1.94	1.59
Strict	Teacher Actual	3.60	3.50	3.00	3.17	2.67	2.83
	Teacher Ideal		3.50		2.33	2.83	2.50
	Student Actual	2.37	2.79	3.01	2.46	2.70	2.47

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

It can be observed from the table that the teachers' perception of their own interaction were in agreement of those of their students' perception in them. They rated relatively high scores in types depicting positive interpersonal behavior and low scores on types depicting negative interpersonal behavior.

Students gave the entire six teacher respondents high rates as leading, friendly and understanding figures in the class. 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 types of behavior and less for the negative types. 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."*

Data derived from Flanders Interaction Analysis show that teachers generally engage in lecture type class discussion which constituted 60% of the total contact time of one hour and thirty minutes. Table 3 presented the data derived from the Flanders Interaction Analysis.

Table 3
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. Praises and encouragement are implied with the common expressions of teachers such as "*okay, very good, well done, correct*" 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.

The observed class sessions showed a teacher-centered classroom environment wherein the teachers initiated the lecture and managed little interaction present. 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 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.

To identify the possible concerns of teachers in the implementation of large class in SPCM 1, CBAM's stages of concern questionnaire was used. Figure 1 shows at which stage each teacher is more concerned. All teachers except teacher B were unconcerned in the implementation of large class policy. Based on the interpretation guide of SoCQ, the interpretation of other stages might be of little significance because of the very high percentile score in the unconcerned stage. On the other hand, teacher B's profile showed a low intensity in her concerns regarding the policy. Her highest peak is at the management stage specifically logistics, time, and resource management of classes were seem to be her primary concern.
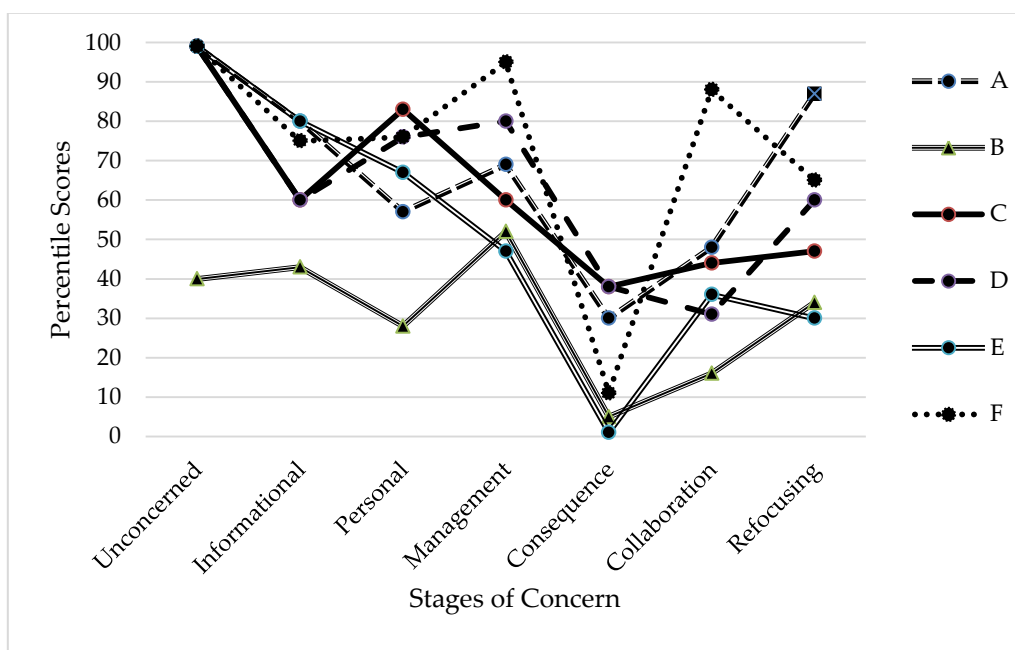

Figure 1. Stages of concern profile of the six SPCM 1 teachers

Refocusing stage of four senior lecturers were tailing up. Based on the interviews, there were many restrictions that were experienced by the teachers in the implementation of large class in terms of handling classes. They were steady in their opinion regarding the large class policy. Specifically those who are already more than a decade in teaching SPCM classes, small class mode for them is the most effective way to teach the course. They thought that the concept and application of speech communication cannot be separated not like the computational courses. For the two youngest lecturers, they were open to explore the possibility of large class as an effective way of teaching the course. 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. As she reiterated, "*For me, we should*

not take the large class negatively. Communicate and compromise, and perhaps there could be a good future for the policy."

Half of the teachers had relatively higher percentile score in the personal stage than that of their informational stage. These teachers were more concerned on how the large class policy will affect them than learning more about the policy itself. Issues on the credit loading, and restrictions to teaching strategies and assessment of students were the specific concerns that were raised during the interviews. On the issue of credit loading, 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."* In terms of teaching strategies, 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.

Based on the teacher's profile, they were not seemed to be concerned on the possible consequences of large class policy on students. But their interviews depicted otherwise, teachers expressed their disappointment in terms of connecting with their students. 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. 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. As much as you want to care and know what is 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)."*

There are other concerns that not have been captured in the stages of concern questionnaire. Based on their responses during the interview and their survey comments, the teachers did not welcome this innovation 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. There is also a concern on the differing ideas of the lecturer and recitation instructor that might confuse students. Some teachers find it negative, some find it as a learning experience.

4. Conclusion

After five years of implementation of large class policy on all bottleneck courses in UPLB, there had been limited analysis in the effect of the policy to liberal arts courses. This study evaluated the teaching strategies, classroom interaction, and teachers' concerns regarding the implementation of large class policy in SPCM 1 classes.

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 interviews. The Flanders interaction analysis supported the lecture strategy citing teacher talk as dominant in the lecture classes observed. Teachers looked at themselves to portray positive behavior in the classroom which is also being supported by the scores given to them by their students.

Teachers' SoC profiles showed that many of them believed that small class is the most effective way to teach the course. They perceived the large class policy as a hindrance to the teaching strategy and assessment tools they wanted to employ. They also saw it as a limitation in building relationships with their students. Despite being resistant to the innovation, they expressed their willingness to keep an open mind on large communication classes. Thus, despite skepticism and perceived constraints on interactive strategies that could be employed, the teacher participants maintained their personal commitment to make the lessons work for students in their large classes.

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