

Project Template for “Shaping the Way We Teach English”

Module(s): 6 / Managing Large Classes
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Project Reviewer: Mrs. Waheeda Said

Give information for:

- Students' age(s): 14 - 15
- # of students: 39
- Language level: Pre - Intermediate
- Other (optional): Saudi girls in grade 9.

Please Note: Since I am a trainer at present and I don't work with students, my project plan is based on what I have observed in one of my teacher's classes.

My Class Now (Snapshot)

Provide a description of the item in your classroom that you are targeting for change:

Teacher ↔ Student Interaction

Students have little opportunity for actual language production and practice.
Teacher concentrates on certain students usually those sitting at the front.
Extrovert students lead all activities and discussions.
Some students are passive, bored and have discipline problems because they are left out.

Technique(s) I use *now*.

- One lesson plan that fits all.
- Unclear and vague goals.
- Emphasis is on receptive skills (Reading, Listening).
- Work sheets and activities that can be done as individual work.

My Class in the Future (Vision)

Provide a description of what you expect the item to look like after you've made the change:

Student ↔ Student Interaction Teacher ↔ Student Interaction

Students have opportunities to use the target language effectively.
Teacher's attention is spread to cover all students.
Students take turns in doing class activities and discussions.
Students are motivated, self-disciplined and engage actively in the lesson.

Technique(s) from this module that I *will* use.

- Differentiated instruction.
- Clear goals are set to achieve.
- All language skills (Listening, Speaking, Reading and Writing) are targeted.
- Range of activities to meet students' needs.

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Material(s) I use *now*.

- Ministry Books (Pupils' book and Workbook).
- Worksheets (individual work).
- Cassette (when available).
- Vocabulary cards and some realia.

Material(s) or ideas from this module that I *will* use.

- Pedagogical planning.
- Classroom learning System.
- Discipline Management.
- Reward ideas.
- Role play.
- Speaking strategies,
- Classroom organization.

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Additional Explanation from Project Creator

In “My Class in the Future (Vision) you described and predicted a change that you would like to see happen in your class. Provide additional information for the following related items. Write as though you are informing a person who knows nothing at all about your educational setting.

1. The benefits I predict from this change:

- ☺ Students will develop their cognitive and social skills.
- ☺ Students will become responsible for their own learning.
- ☺ Students will acquire communicative competence.
- ☺ Students get involved in the lesson.
- ☺ Students will develop autonomy and promote skills of self-reliance over teacher-dependence.
- ☺ Students share responsibilities by their cooperation.
- ☺ The teacher maximizes students talking time by putting them in pairs, groups and getting them to talk to each other.
- ☺ Teachers can have time to work with one or more pairs while the other students continue working.

2. Challenges I expect:

- ✓ Teacher’s ability to provide students a warm and humanistic classroom atmosphere.
- ✓ The large number of students makes it hard to provide each student with a turn to speak.
- ✓ Time management (Teachers might complain that they have no time for pair and group work activities).
- ✓ Classroom setting hinders students’ movement while setting up cooperative groups.
- ✓ Ways to maximize STT (Student Talking time) and minimize TTT (Teacher Talking Time).
- ✓ Applying differentiated instruction.
- ✓ Keeping early finishers busy.
- ✓ Teacher’s fear of noise caused by pair / group work.
- ✓ Preparing material to match learners’ different needs and language level.
- ✓ Students make mistakes (pronunciation, grammar, structure).

Please Note: I will combine questions 3 & 4 together.

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3. How I will address those challenges:

4. Steps needed in order to complete the change:

- Provide students with opportunities to repeat any new language.
- Plan individualized tasks, spare activities, and extension activities.
- Maximize learners’ speaking time by putting them into pairs or small groups and get them to talk to each other.
- Get students involved in the lesson.
- Minimize teacher’s talking time and maximizes students’ talking time.
- Create a friendly and relaxed learning environment.
- Ask questions rather than giving explanations.
- Allow time for students to listen, think, process their answers and speak.
- Use gestures to replace unnecessary teacher talk.
- Arrange seating so that students can all see each other and talk to each other.
- Encourage interaction between students rather than between students and teacher.
- Give clear instructions and well defined tasks.
- Use fewer handouts but more language practice.
- Use personalization and students’ imagination.
- Put the focus on students.
- Encourage student-generated activities.
- Share correction.
- Provide individual attention.

5. Timeline for completing the change:

- 🕒 Basically, one month will be enough for the change. But an academic calendar issue (in Saudi Arabia we have two major vacations the first one is for 18 days and the second one is for 14 days in the first term), a term is sufficient and quite realistic for the change in order to set routines, identify students’ needs,
- 🕒 The time that follows will be used up to build on classroom routines and learning strategies.

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6. How I will assess the degree of success of the change:

A balance between formal and informal assessment is required. Assessment can be:

- ✓ Teacher's observation of the students during tasks and discussions in pairs or groups (global impression, semi-structured, rating schedules, checklists).
 - ✓ Grading students' overall work.
 - ✓ Projects.
 - ✓ Continuous assessment.
 - ✓ Homework assignment.
 - ✓ Frequent small progress tests (quizzes).
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- * Checklists and rubrics will need to be developed and used consistently through units.
 - * Speaking activities which can be used to score the participation of each student is not done because the main focus is on reading and writing. Thus, some work ought to be done on the curriculum development level where more focus is put on the listening and speaking skills.
 - * Teachers need to be trained to carry the shift from Listening that is based on repetition and memorization to listening that require comprehension and using what the students have listened to to produce the language.

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Project Reviewer Comments for Lina Bayazid

1. Is the proposed change clear (the snapshot of “My Class Now” vs. a vision for “My Class in the Future”)?

Yes, Lina has done a good job in addressing the issue of increasing student-student interaction and effective teacher-student interaction.

2. Do the steps and the amount of time allotted for the change seem realistic?

Lina has used multiple techniques and addressed several essential factors that affect interactions in the classroom. Lina set a realistic goal with consideration of the Saudi academic calendar. Lina may consider setting short-term goals for the multiple techniques and essential factors, by selecting a few and pacing them over week to be able to better monitor them individually.

3. What do you believe to be the strengths of the proposed change?

Again, the fact that Lina has selected several research based best practices (differentiated instruction for example), is a strength. Furthermore, Lina seems to keenly understand the problematic areas that need to be addressed in her school system.

4. Do you perceive any additional challenges and/or have additional advice for meeting challenges related to the proposed change?

Because many aspects will be covered in addressing the change, evaluation of which factors were implemented will be a challenge. Specifically identifying assessment strategies for each factor will help in monitoring their implementation.

5. Does the type of assessment match the goals and outcomes of the proposed change?

Yes, Lina has used multiple assessment methods to adequately evaluate the change.