

**Module(s):** 6 (Managing Large Classes)

**Date submitted:** 15/10/06

**Project Creator:** Hala Moukayed

**Project Reviewer:** Shaza Debbaneh

**Give information for:**

- Students' age(s): University students
- # of students: 170

- Language level: Mixed-levels
- Other (optional): The class is a monolingual one.

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**My Class Now (Snapshot)**

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

The large number of my students doesn't allow me to finish explaining a new skill during the planned time, so I can't finish the task on time or apply my lesson plan most of times.

**Technique(s)** I use *now*.

- Teaching the whole class at once.

**Material(s)** I use *now*.

- Textbooks.
- Work sheets.

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**My Class in the Future (Vision)**

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

I expect to increase the amount of time and to have reasonable time to explain the new skill and at the same time stick to my lesson plan.

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

- Divide students into small groups.
- Teach the class in groups.
- Assign a leader for each group.

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

- Teach students in groups.
- Teach the first group the new skill.
- Give the other groups practices or drill exercises.
- Move to other groups in order. Choose a suitable leader for each group and change him/her as needed to be sure every student has a chance to speak in front of the class.

## **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:

I expect, by applying this technique, Firstly, saving my students' time in class and make the best use of it. Secondly, I can concentrate more on individual's problems and questions regarding each group. Thirdly, I can use lower voice than usual. Fourthly: I expect each student to share, comment and give even a little contribution.

### 2. Challenges I expect:

The challenges I expect after applying this technique are: students may not be accustomed to work in groups.  
Ss usually have curiosity to know what's going on in the other groups.  
The ordinary class environment doesn't suit groups.  
Ss may refuse to work with each others.(especially males and females)  
There is a need for extra activity materials.

### 3. How I will address those challenges:

I will try to give students small tasks to do in groups as often as possible so that they will get used to group work.  
Change the grouping every month so they don't feel bored.  
Explain the new group method clearly and simply at the beginning of adapting it so Ss don't get confused.  
I need to re-arrange the students' seats.  
I will leave one or two activities from the previous day's lesson so students can do them, with little supervision from me, while they are waiting for the first group.

4. Steps needed in order to complete the change:

First of all I will arrange students in small groups about 25 in each and change the class room settings that suit this new grouping. Then I will give Ss clear guide to the new technique so they don't feel confused. After that I will teach them the new or difficult skill instead of teaching the whole class at once. While I am teaching the first group, the other groups can be given the practices or exercises on the previous day's lesson that they can do on their own, with little supervision from me. Then when they are ready, I can give the first group practice exercises on the newly-learned skill while I move on the second group. Repeat with the other groups.

5. Timeline for completing the change:

This change needs more energy and arrangement from the teacher rather than students, so I think during the first week Ss can understand the new task and at the end of the second week the change can be completed.

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

Having small groups will give the opportunity to observe most of students' comments, problems and questions. So if I come with more questions and enquiries I can say that Ss share and contribute more.

If I could save the new skill's time and manage to apply the lesson plan properly I can say I could succeed.

## Project Reviewer Comments

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

It is very clear and important especially for our faculties.

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

They are logical. They could be applicable for our large numbers of students.

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

Changing the class from a teacher-centered into a student-centered one and making it an interactive one. Applying the four skills of English not only lecturing.

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

Some students will feel shy to speak in front of other students.

It is a good idea to make the students give presentations to get used to this way.

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

Of course.