

Module(s): 6 (Managing Large Classes) &
8 (Authentic Materials)
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Project Reviewer: Stephanie Cole

Give information for:

- Students' age(s): 16-18
- # of students: 35

- Language level: Lower Intermediate
- Other (optional):

My Class Now (Snapshot)

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

In my class, I feel that my students are sometimes bored and frustrated since in most classes teaching is done basically through the use of the blackboard and the textbook. In addition, students usually sit in rows facing the teacher. Teaching is teacher-centered and the students are usually passive learners.

Technique(s) I use now.

1. At the beginning, relying on guessing to know students' strengths & needs.
2. Spoon feeding learners.
3. Dealing with whole large class as one solid block.
4. Fixed physical organization of classroom space:
 - Desks grouped in rows.
 - Same learning activity for whole large class.
 - Keeping students hooked to their seats.
5. No pre-planned classroom logistics.
6. Different structures for different lessons.

My Class in the Future (Vision)

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

Better classroom dynamics is what I am targeting. I would like my students to feel more involved in the learning process, to become more physically active and highly motivated.

Technique(s) from module 6 that I will use.

1. Using diagnostic tests.
2. Helping learners set their own learning goals, be more responsible & independent.
3. Individualizing attention & interaction.
4. Flexible physical organization of classroom space:
 - Desks grouped in clusters.
 - Using different learning stations.
 - Creating opportunities for students to get up and move around the classroom.
5. Pre-planned classroom arrangements.
6. Using same general lesson plan template/framework for different lessons.

Material(s) I use *now*.

- a. Blackboard.
- b. Pictures.
- c. Audio & video tapes.
- d. Almost no realia.

Material(s) or ideas from **Module 8 that I *will* use.**

- a. Blackboard, wall charts.
- b. Pictures, Photos, Posters.
- c. Audio & video tapes, CDs & DVDs.
- d. Computer-based programs.
- e. Various authentic materials: maps, globe, restaurant menus, brochures, flyers, food items.
- f. Individual, pair, and class projects.

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:

This change will definitely be very positive. I expect to learn more about my students’ strengths, weakness and interests by introducing a diagnostic test at the very beginning of the year. This will allow me to cater for their individual needs more efficiently. By helping them set their own learning goals, be more responsible and independent, I expect them to become more motivated to learn, more task-oriented and less disruptive. By allowing a structured mobility in my classrooms, I will reduce the chance of having to deal with totally bored and non-dynamic students. Structured mobility in the classroom will create more dynamism and will allow more opportunities for them to learn from each other since they won’t have to deal with the same seatmate every class session.

By introducing varied audio, video, paper authentic materials and realia, I will trigger their curiosity. They will be more incited to learn and will, hopefully, efficiently process and retain most of the linguistic material they are exposed to.

2. Challenges I expect:

Changing classroom setting and introducing new classroom logistics might confuse my students at first. They might not be welcome by the administration. Collecting authentic materials to use in class can be costly.

3. How I will address those challenges:

I expect not to be quite successful at the beginning because the students might be confused when asked to move around, to work in different groups. I also might feel that I will lose control of my class. But I know that I will learn from my mistakes. Also, I will reduce risks by introducing changes in classes I feel comfortable with and which are not very large. I will be realistic about what I can personally afford to buy in order to use in class, and what the administration can contribute with. I will ask my ELT colleagues at school to help into compiling a set of classroom material to be shared by everybody.

4. Steps needed in order to complete the change:

Changes are not always welcome by students, colleagues or administration. They have to be introduced progressively and smoothly so as to be accepted.

5. Timeline for completing the change:

At most a year.

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

Open discussions with my students and colleagues. Through inviting a close colleague to observe my classes and comment on my teaching, classroom management techniques. Through may be video taping my own performances and watching them in order to evaluate them... Through assessing the output of my students ... etc

Project Reviewer Comments

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

Yes, it is quite obvious that the target change is building a more dynamic classroom community through student -teacher rapport, activities and placement understanding.

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

I feel that one year is too of a timeline, if daily implementation occurs, teacher made assessments incorporated and authentic material gradually brought in, there will be a visible change in a matter of a few weeks.

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

Student motivation by actively engaging the students through various activities, spatial arrangements and group work.

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

I recommend open communication, flexibility, and patience.

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

Possibly involving students more in evaluations and assessments.