

Project Template for “Shaping the Way We Teach English”

Module(s): Module #6 (Managing Large Classes)
Date submitted: October 14 2006

Project Creator: Stephanie Cole
Project Reviewer: Imane Nejjar

Give information for:

- Students' age(s): 17-18
- # of students: 22

- Language level: intermediate - advanced
- Other (optional):

My Class Now (Snapshot)

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

Time Management & routines in order to eliminate behavioral issues:

This class likes to test the levels of management with a few students who completely abandon the rules, roles and routines. Which in turn causes a disruption and loss of learning time. I incorporate effective activities, games, role plays and mock simulations in to the curriculum, but it seems the order of transitions is a problem and always seems to be chaotic. I am frustrated because I plan interactive activities which seems to always cause some behavioral problems. The overall picture of this classroom is disorganization and a lack of clear established classroom guidelines.

My Class in the Future (Vision)

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

The class runs like clock-work. Students know just what to expect when entering the classroom and the class routines are known, respected and followed. Students drop off their homework in the designated area and pick up the work for the day in the other designated areas. Students are aware of the consequences for disruptive behavior. Time is managed in a way that eliminates disruptive behavior The affective activities are enjoyed by all and time is not wasted in transitions.

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Technique(s) I use *now*.

- Affective activities: role plays, games, mock simulations.
- Journal writing.
- Group work.
- Discussion.
- Centers.
- Project-based learning.

Material(s) I use *now*.

- Worksheets and handouts.
- Authentic material/realia.
- Videos.
- Journals.

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

- Established daily routines.
- Clear boarded objectives and goals.
- Seating arrangements to fit the needs and demands of the “problem” students.
- Better guided discussions with consequences from a lack of maturity.
- Additional activities for students that finish early
- Better organization of centers and space to maneuver about.
- Orderly transitions through verbal and nonverbal cues.

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

- Authentic material/realia that are better planned out for the occasion.
- Graphic organizers.
- Student made rules and roles.
- Projects that are displayed on the walls and boards
- Clear guidelines that are displayed.
- better use of space through desk arrangements and moving about areas.
- Additional activities for students that finish early.
- Motivating and meaningful activities that are relevant to the student’s lives.

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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:
I predict that I will benefit from this change by having more time for productive learning; easier transitions from activity to activity, known roles and rules of the students that will help eliminate behavioral problems.
2. Challenges I expect:
Because the school has begun and the unwanted behavior and routines have set in, I predict that the students will be reluctant for this new change at the beginning and will test the new changes.
3. How I will address those challenges:
Communication, modeling of wanted behaviors and actions, Total Physical Response (TPR) approach, again modeling wanted behaviors, reward system, organization, persistence, repetition, consequences and time.
4. Steps needed in order to complete the change:
Communication, modeling of wanted behaviors and actions, TPR approach, again modeling wanted behaviors, reward system, organization, persistence, repetition, consequences and time.
5. Timeline for completing the change:
I predict after introducing wanted behaviors and modeling – 2 weeks maximum before the students have incorporated the new behaviors into their daily routines.
6. How I will assess the degree of success of the change:
Checklists and evaluations from the students demonstrating the understanding of the classroom roles and rules.
Teacher observation and evaluation.

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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, the project is quite clear. It aims at reducing student problem behavior in order to create a favorable classroom atmosphere where both teacher and students can work cooperatively and efficiently. According to my partner, problems of discipline she is encountering are caused by a lack of pre-set class structure and logistics, namely, established daily routines, clear boarded objectives and goals, more appropriate seating arrangements, better guided discussions and smooth transition between activities.

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

I think that the steps my partner wants to take for the change are quite realistic. Being clear about her own risk of confusion for everybody. Organizing both space and time to fit the nature of the task at hand and to reduce problems of discipline is a good proactive behavior.

However, I think that a two-week time is a little unrealistic. It may take longer to change students’ ‘anchored’ habits. My partner’s students might show some reluctance to change. A lot of patience and tact will be needed to achieve change.

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

Its strengths lay in the proactive actions my partner wants to take to prevent the re-occurrence of disruptive behavior.

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

Maybe the students’ age also should be taken into consideration. At their age (16-18) these learners will like to be considered as adults. They would appreciate being involved in decision-making and material/activity choosing. They should be given much responsibility. Their opinion must be sought when decisions need to be made, etc.

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

Yes, because my partner will use both students’ and colleagues’ feedback.