

Module(s): 3, Integrating Skills
Date submitted: October 1, 2006

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Project Reviewer: Khulud Asad

Give information for:

- Students' age(s): 17-18
- # of students: 25

- Language level: Intermediate
- Other (optional):

My Class Now (Snapshot)

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

I am teaching a class of 12th grade students who have fairly limited vocabularies and little confidence in their abilities to pass the English matriculation tests, either written or oral. Several students are afraid to do anything on their own, they reply to any question with "I don't know, I don't understand", and copy any work that they do turn in. They refuse to participate in any task which requires them to speak in English. They sometimes do nothing because they do not want to see their mistakes.

Technique(s) I use *now*.

- Timed writings.
- Class discussions.
- Reading comprehension exercises.
- Written exercises.

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 would like the students to develop confidence in their ability to do tasks in English. I would like them to understand that one does not necessarily have to be error-free in order to be reasonably fluent in English, and not only can they participate in lessons without "disgracing" themselves, but that this participation will actually help improve their abilities in other areas of English as well. By changing the format of the lessons, I expect that all (or most) of the students will be active participants in the lesson – participating in the oral presentations, the planning, assessment, etc.

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

- Roleplays.
- Readers Theater.
- Storytelling.

Material(s) I use *now*.

- Textbooks.
- Newspapers.
- Internet articles.

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

- Literature.
- Student-generated stories.
- Folktales.
- PBL.

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 the students to take a more active role in class. I expect them to participate in the readings, role plays, etc., which in turn will not only improve their confidence, but their vocabulary as well. An improvement in vocabulary (and in the feeling of confidence in using it) will also improve their reading skills and their ability to write.

2. Challenges I expect:

There will still be some students who will not want to participate in any activity which requires them to speak in English.

3. How I will address those challenges:

At first I will use readers' theater, where the student only has to memorize how to read a line. For those who are shy, I will try to find a part which is short and has vocabulary which is already known to the student. If necessary, the reading will be done in front of me at first, and not the entire class.

4. Steps needed in order to complete the change:

- a) With the students, discuss what I feel could be changed in order to benefit them (the need to speak and participate more in English).
- b) Explain the rationale of Readers' Theater and how it is implemented.
- c) Find several readings which could be suitable for the class.
- d) Perform one Selection together in class as an example and an ice-breaker.
- e) Discuss and decide together the method of assessment and the rubrics.
- f) Have the students select a reading from those the teacher brought, rehearse and perform it.
- g) Have the students find or generate their own selections, either as readers' theater or as storytelling.
- h) Begin to use PBL as the basis for group work and role plays.

5. Timeline for completing the change:

Step a -b: October 5, 2006
Step c: October 6 - 15, 2006 (school vacation)
Steps d – f : October 16 – 19
Steps g – h: Rest of semester

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

- I will be able to see that the students are participating more, and that they are more enthusiastic about their participation. (This is a purely subjective assessment on my part.)
- Students will receive some sort of peer assessment (see Step e).
- There should also be an improvement in the quality of their written work and in the scores of their reading tasks.

7. Other comments:

I hope that the students will feel more comfortable using English, which means that I should hear them using English in the classroom more.

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 "picture" is really clear. Your proposed change is clear and reasonable All or most of the students will become active at class. This is a very positive change.

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

The steps are well organized. You have a detailed schedule for each week. This is great.

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

Discussing the method of assessment and rubrics with the pupils is very helpful. In addition, making the pupils find or generate their own selections is a strong point. Choosing suitable material is very important too. These steps make the pupils more involved in the process of learning.

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

I think your answer for challenges is very good.

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

Yes, they match the goals and outcomes of the proposed change. But I think you could give the pupils marks for participation during activities (15% of the final grade or more).

6. Other comments or questions?

Wish you and your pupils success.