

Effective Strategies for Teaching Large, Multi-level Classes

This session will explore thought-provoking techniques for creating engaging and interactive lesson plans when working with large, multi-level classes.

During the session, participants will:

- learn effective strategies and techniques that enable their students to actively participate in class, even when there are varying proficiency levels.
- gain a toolbox of ideas for creating more dynamic lessons while recognizing that class size is not a barrier to communication and interaction.



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Dieter Bruhn



Dieter is President and Founder of One World Training, where he specializes in teacher education and training.

With master's degrees in both TESOL and Language and International Trade and more than 25 years of teaching and training experience, he has conducted educational and corporate workshops all over the world, including Thailand, Cambodia, Vietnam, Myanmar, India, South Korea, Japan, Pakistan, Indonesia, the Philippines, Germany, Brazil, Costa Rica, Mexico, Argentina, Pakistan, Tunisia, and the U.S.

Dieter has also served on the Executive Board of Colorado TESOL since 2005, including two years as President.



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Effective Strategies for Teaching Large, Multi-level Classes

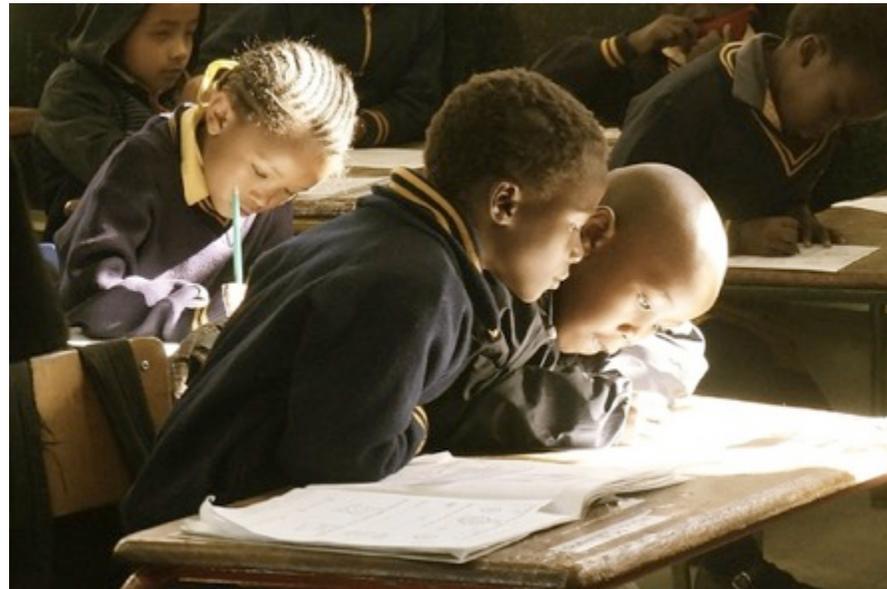


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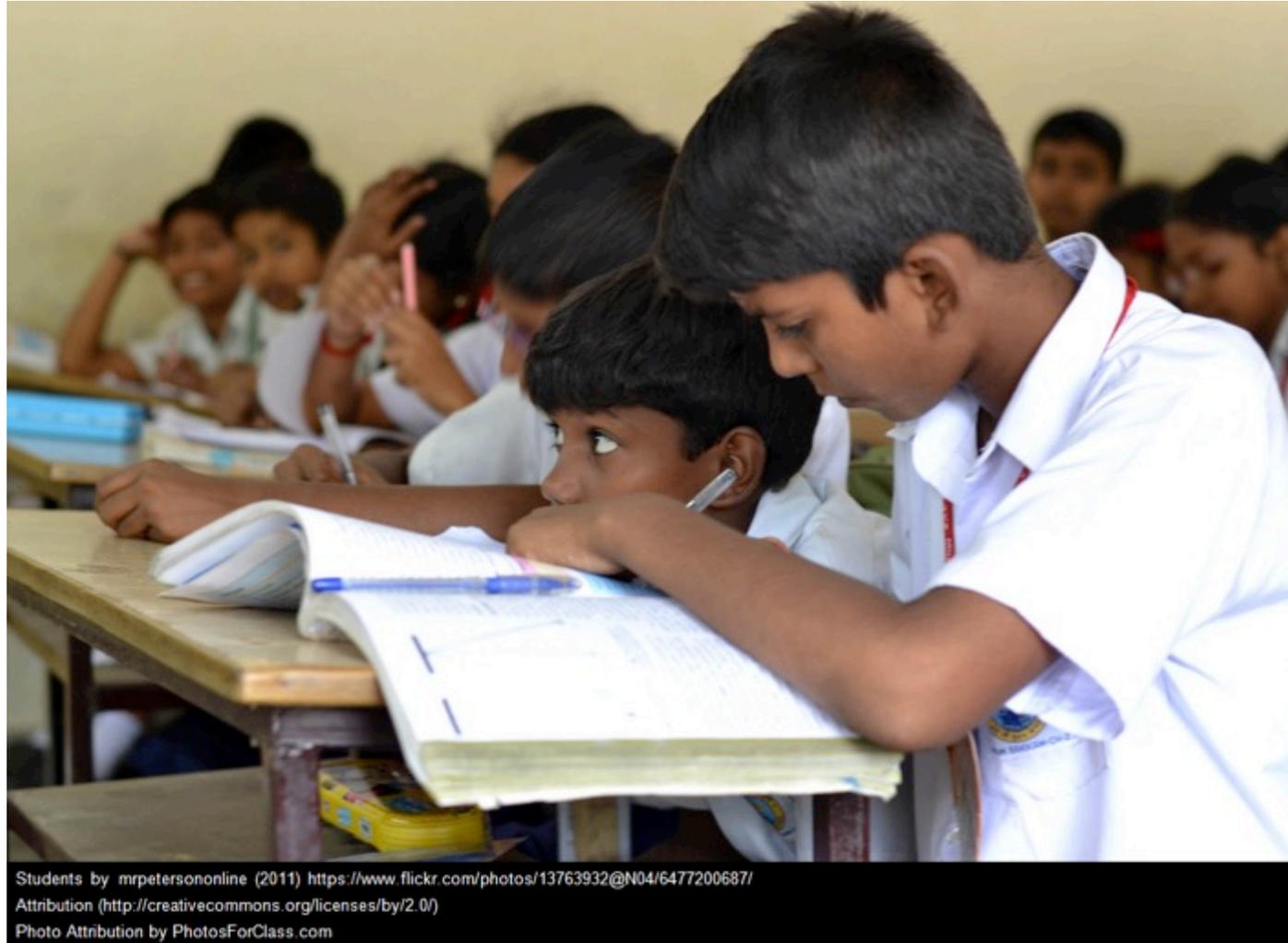


Goals

- Examine effective classroom management techniques
- Promote ways to maximize language practice
- Explore ways to effectively manage the variety of student language levels in large classes



What are your biggest challenges when teaching large classes?



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Topics

- Planning for effective classroom management
- Encouraging English language use
- Building classroom community
- Fostering student-to-student interaction
- Supporting different language levels



Planning for Effective Classroom Management

What strategies do you use to effectively manage your classes?



Planning for Effective Classroom Management

Have students create classroom rules

- Speak as much English as possible
- Listen when others are speaking
- Arrive on time
- Keep the classroom tidy
- Raise our hands when we have a question



Planning for Effective Classroom Management

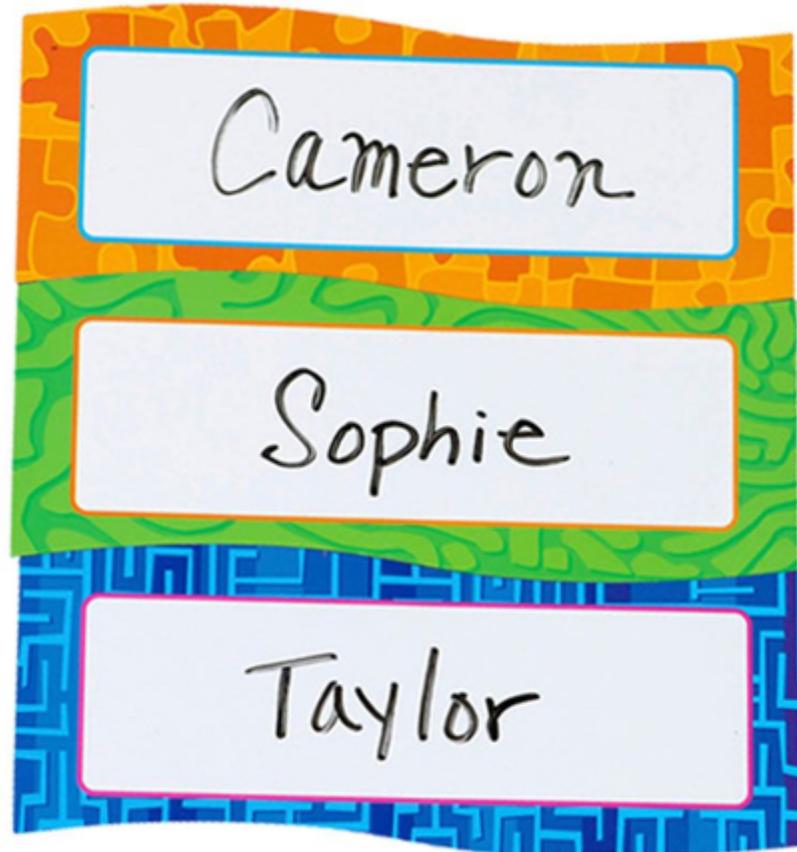
Establish classroom routines

- How to get into pairs or groups
- How to get students' attention when it is time to end an activity or switch partners
- How to take attendance



Planning for Effective Classroom Management

Use name cards



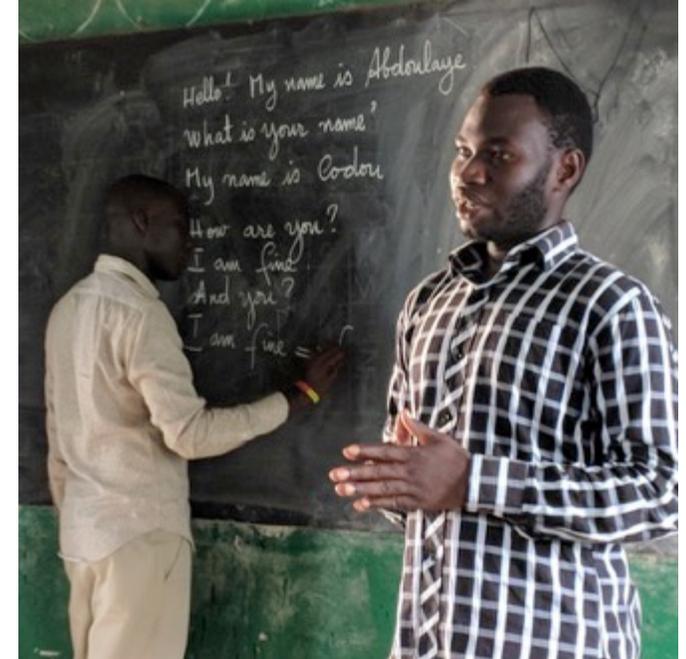
Planning for Effective Classroom Management

Incorporate high-interest and engaging activities that appeal to different learning styles



Encouraging English Language Use

- Use English in your classroom from Day 1
- Speak at a level that students can understand
- Incorporate clear modeling
- Create opportunities for students to practice
- Limit teacher talk



Building Classroom Community in Large Classes

What do you do to build community in your classroom?



Building Classroom Community

Things in Common



Ming and Wei have a lot in common. Ming is a student and so is Wei. Ming has a bicycle, and Wei has a bicycle too. Both Ming and Wei like to watch movies. Ming's favorite color is white, and Wei's favorite color is also white.

Building Classroom Community

Discovery Activities

NAME	FAVORITE COLOR	FAVORITE FOOD	FAVORITE SPORT
Maria	red	chicken	swimming

Building Classroom Community

Leadership and Teambuilding Activities

- What makes a good leader?
- What makes a good team player?



Paper Relay



Balloon Toss



Spoon Walk



King and Queen



Fostering Student-to-Student Interaction

What do you do in your classes to encourage student-to-student interaction?

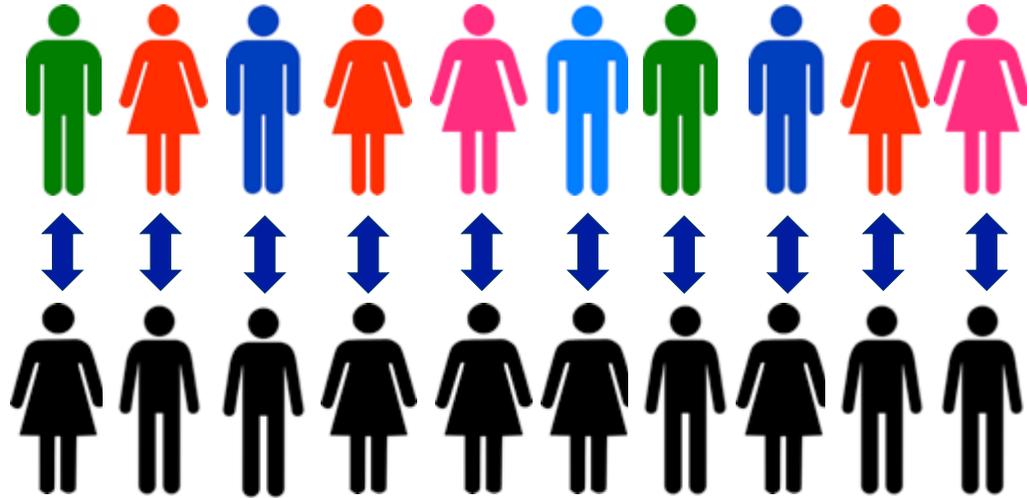


Fostering Student-to-Student Interaction

Double Lines



Double Lines



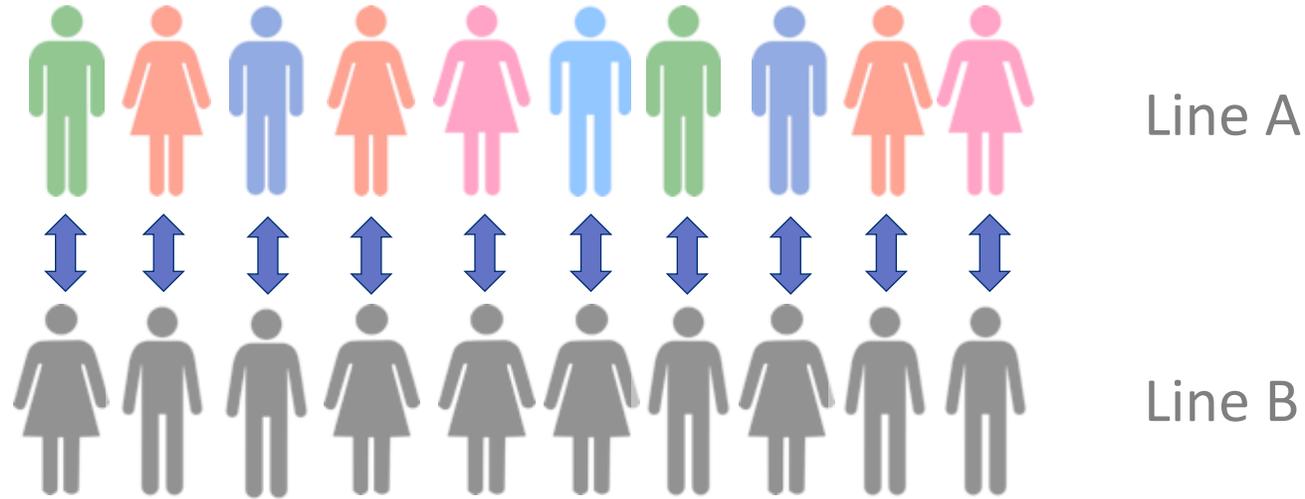
Line A

Line B

Round 1:

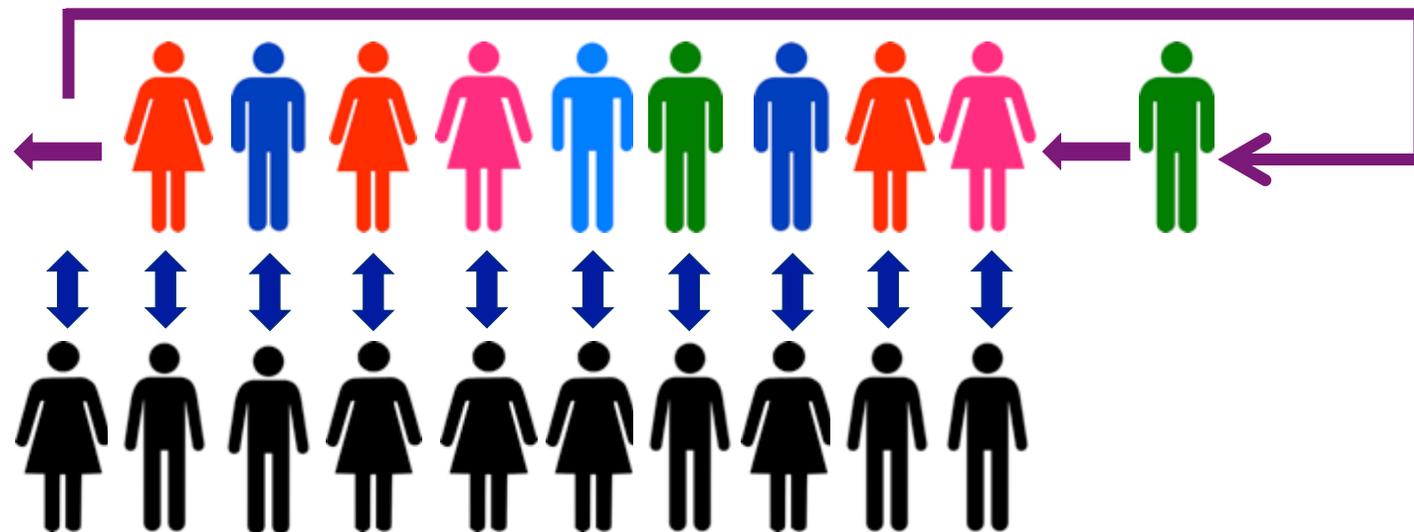
Student pairs talk for a set amount of time until teacher gives a signal for Line A to rotate. Line B stays in place.

Double Lines



Round 1:

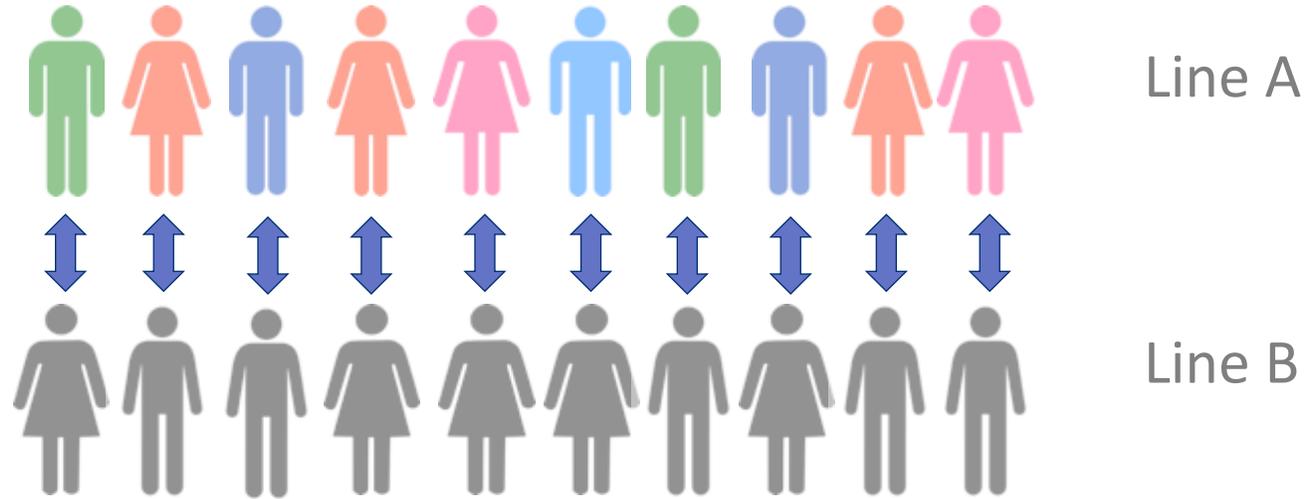
Student pairs talk for a set amount of time until teacher gives a signal for Line A to rotate. Line B stays in place.



ROTATE!

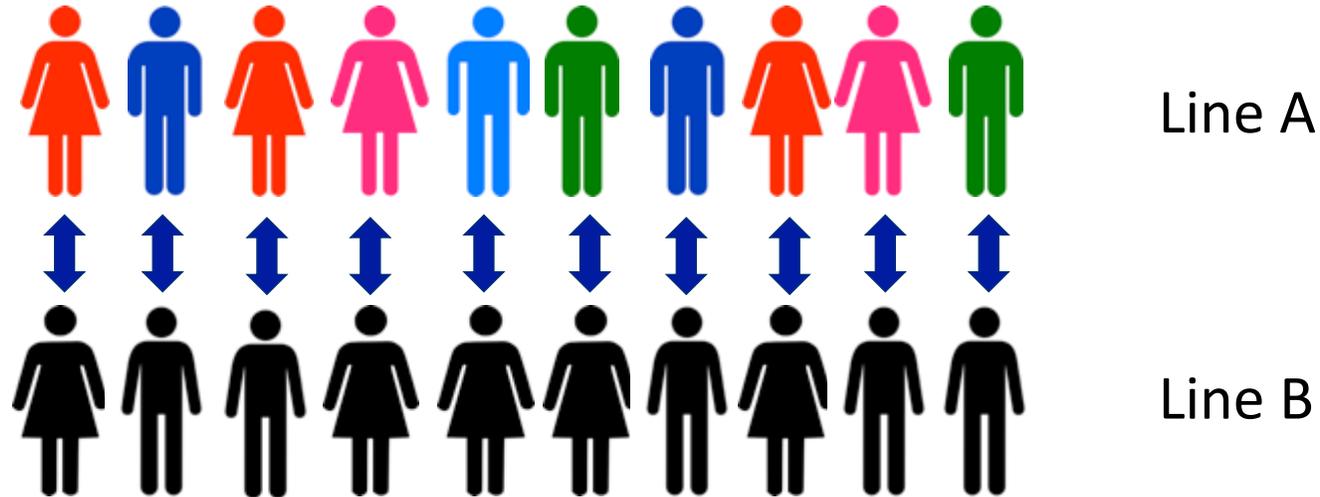
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Round 1

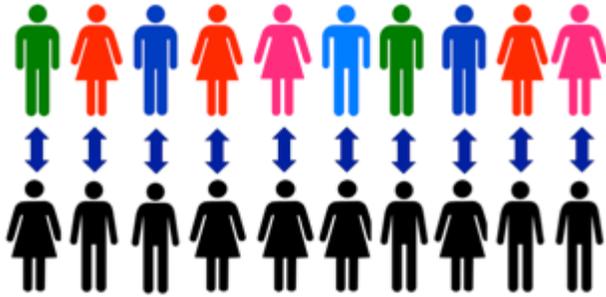


Round 2:

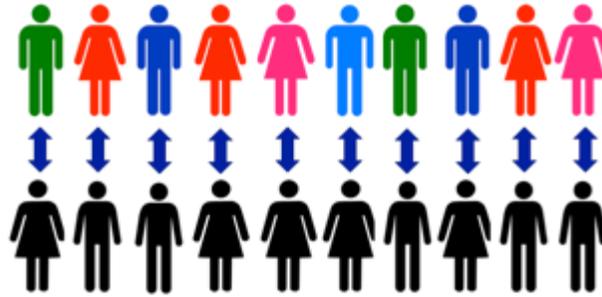
New student pairs talk until teacher gives the signal for Line A to rotate again. Line B stays in place. Repeat.



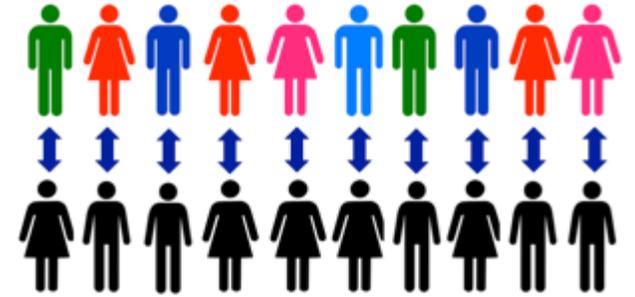
Double Lines in Large Classes



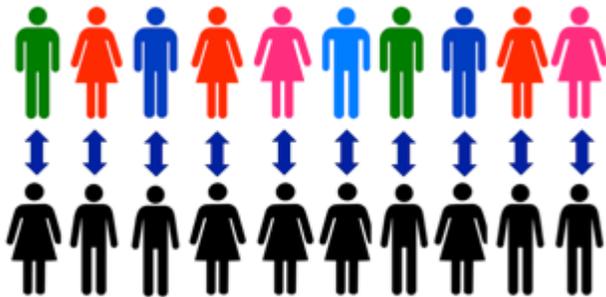
Group 1



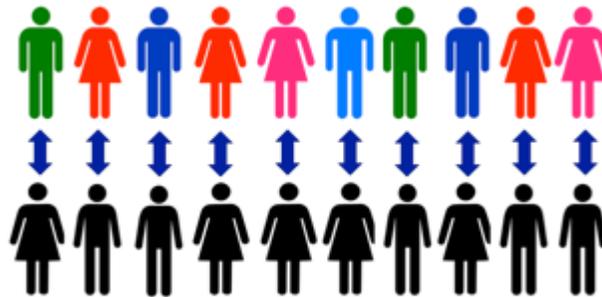
Group 2



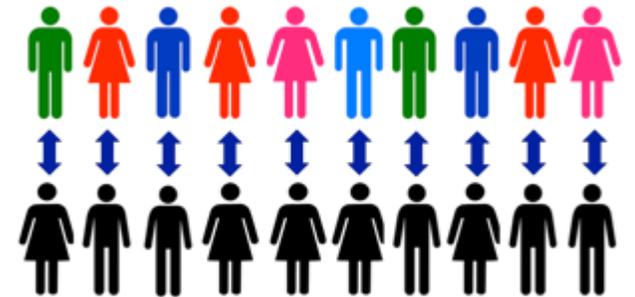
Group 3



Group 4



Group 5



Group 6

Fostering Student-to-Student Interaction

Information Gaps

NAME	AGE	FAVORITE COLOR	FAVORITE FOOD
Maria	13		chicken
Tomas		blue	
Claudia	15		tacos
Pedro		green	

Fostering Student-to-Student Interaction

Information Gaps

NAME	AGE	FAVORITE COLOR	FAVORITE FOOD
Maria		red	
Tomas	14		rice
Claudia		white	
Pedro	17		steak

Fostering Student-to-Student Interaction

Dear Auntie and Uncle Letters

Dear Auntie,

I want to be a teacher, but my parents want me to be a doctor.
What should I do?

Love, Sidrah

Dear Sidrah,

What your parents say is important, but it's also good to follow your dreams. You should talk to your parents and tell them that you will change many lives if you are a teacher. Good luck!

Love, Auntie

Fostering Student-to-Student Interaction

Scavenger Hunts

- Following directions



- *Go out of the classroom and turn right.*
- *Go straight to the end of the hallway and turn left.*
- *The first room on the left is the _____.*
- *Continue straight to the end of the hallway and turn right.*
- *_____ is on the left across from the Office.*

Fostering Student-to-Student Interaction

Reading Relays

- Predictions
- Take turns running to wall to find answers



1. How many different kinds of sharks are there?

- a. 25
- b. 100
- c. 350



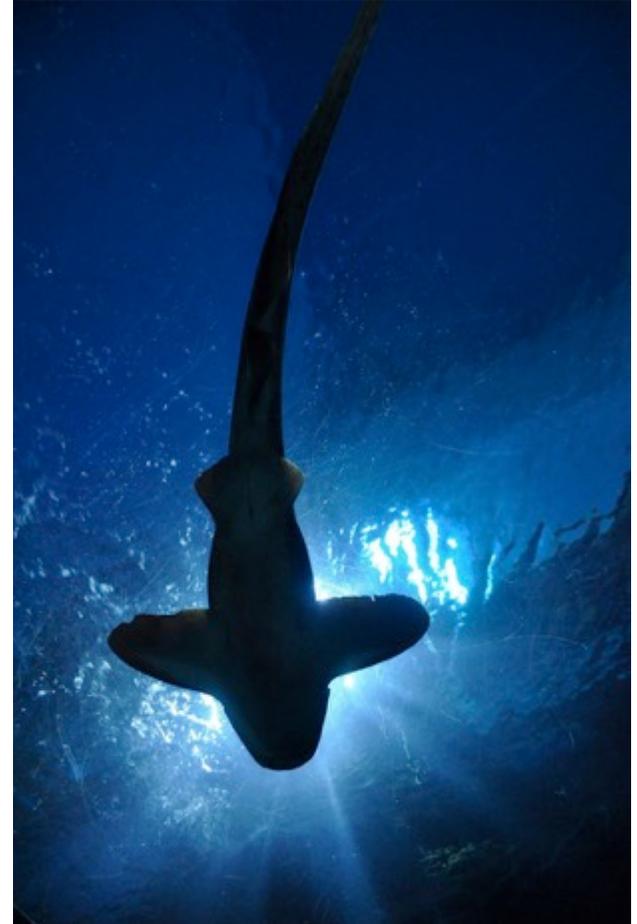
Fostering Student-to-Student Interaction

2. What is the largest shark?

- a. Whale shark
- b. Great white shark
- c. Greenland shark

3. What is the most dangerous shark?

- a. Tiger shark
- b. Leopard shark
- c. Great white shark



Fostering Student-to-Student Interaction

Group Problem-Solving Activities



Supporting Different Language Levels

What strategies do you use to manage working with different student levels in your classroom?



Supporting Different Language Levels

- Use stronger students as mentors and classroom assistants
- Create level-appropriate materials for different students
- Utilize learning stations that students can rotate to



Supporting Different Language Levels

Lower Level

- Multiple Choice
- One word answers
- Simplified reading text
- Listening for main concepts
- Simple concepts

Higher Level

- Short answers
- Sentence answers
- Regular reading text
- Listening for details
- More complex concepts

Conclusion

“Class size is not a barrier to communication.”



References

- Renaud, S., Tannenbaum, E., and Stantial, P. (2007). [Student-Centered Teaching in Large Classes with Limited Resources](#) *English Teaching Forum*, 46(3). pp. 12-17, & 34
- [Managing Large Classes Module](#) (2006). *Shaping the Way We Teach English: Successful Practices From Around the World*, U.S. Department of State

Thank you!

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