

# Active Learning in Large Classrooms

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# Have you had any of these thoughts?!!

"I'll never be able to teach anything in a class this big!"

"I won't be able to learn all their names, so I won't even try."

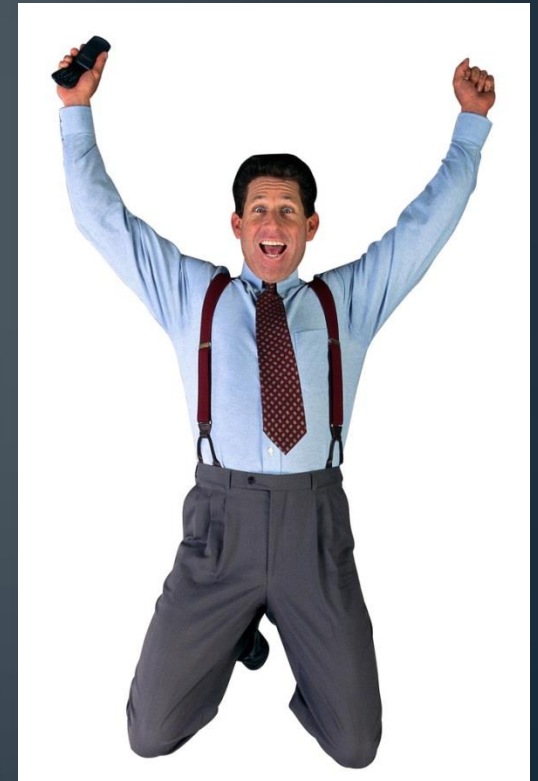
"This is going to be total chaos!"

"It's impossible to have students interact in a class this size."

"This is going to be a nightmare!!!!"

# Teacher Expectations

- Students *will* learn in this class.
- Students will respect each other, their teacher, and the classroom.
- We will enjoy this class.
- We will succeed with the materials, time, and space that we have.
- We will all learn each other's names.



# Idea

- Ask students to write their name and something interesting about themselves along with a picture. Use these pictures to help practice names.
- Emphasize how important it is to know each others names and provide opportunities for practicing.
- What are your tips for learning names?



# Establish Classroom Expectations

- Share your top 3-4 classroom expectations with the class on the first day. Ask students if they can agree to them. Post the expectations in the room.
- Example:
  - We will all get to class on time
  - We will put phones away during class
  - We will try our hardest.

# How can we make these Classroom Expectations more positive?

- Students will not miss class.
- We will never chew gum in class.
- Don't talk while the teacher is talking.

# Preparing for Class

- Have a set routine for each class

Lesson Plan

Warm-up:

Reading Activity:

Writing Activity:

Grammar Activity:

Conversation Activity:

# Preparing for Class

- Visualize how your lesson plan will flow

## Lesson Plan

Warm-up: Talk to a neighbor about what you did last night.

Reading Activity: Read story on page 14

Writing Activity: In small groups, have them change the ending to the story

Grammar Activity: Introduce "used to"

Conversation Activity: In small groups, talk about what they used to do when they were little



# Preparing for Class

## Lesson Plan

Warm-up: Talk to a neighbor about what you did last night.

Later ask three people what their partner did.

Reading Activity: Read story on page 14

They should read silently, then listen and repeat as I read it.

Writing Activity: In small groups, have them change the ending to the story

Each row will be a group. They should take away the last three sentences of the story and add three new sentences. They should write their new sentences down.

# Preparing for Class

Grammar Activity: Introduce "used to"

Write three example sentences on board. Bring in three related pictures of myself doing those activities when I was young. Have students listen and repeat examples.

Conversation Activity: In small groups, talk about what they used to do when they were little

Have students count off by fives. Send all the ones to one part of the room, the twos to another, etc. Have them each tell their partner three things they used to do. Later, ask groups to report back about what their partners said.

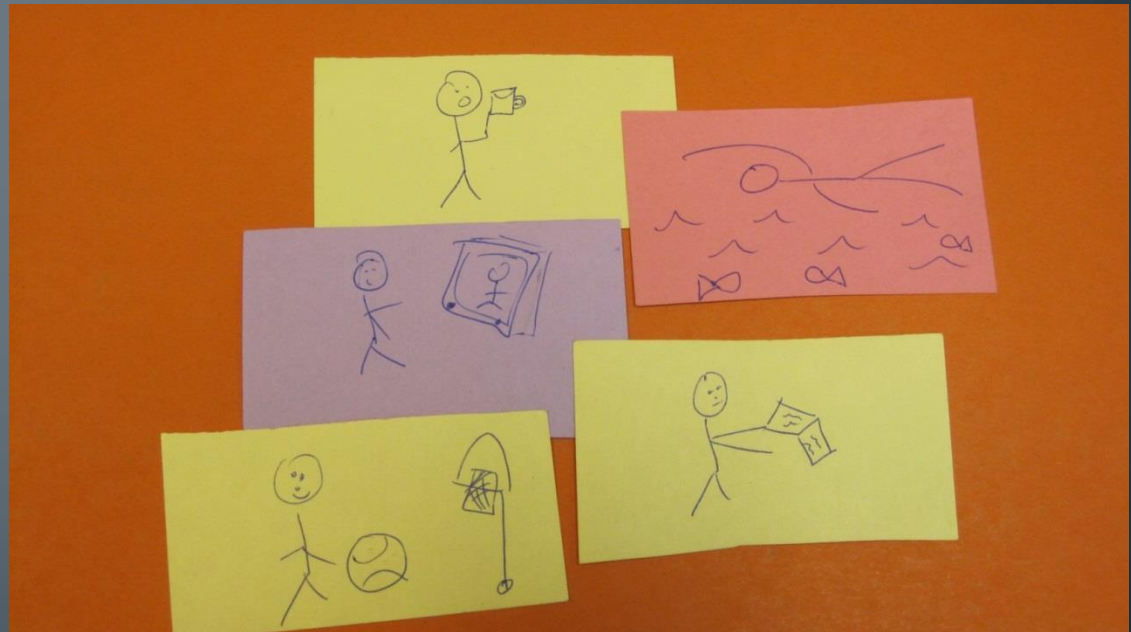
# Preparing for Class

- Prepare anything that needs to be written on the board ahead of time.



# Working With Limited Resources

- Create materials you can use more than once.
- It's okay for students to share or take turns with certain materials.
- Meaningfully squeeze as much as you can out of each activity.



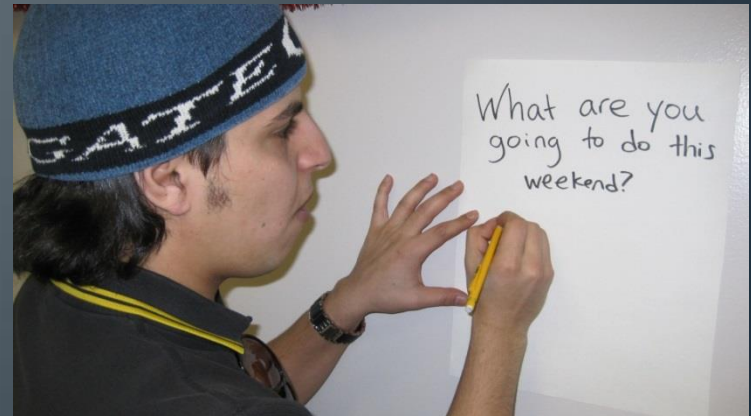
# Starting the Class

- Start with something meaningful but not crucial at the designated start time.



# Ideas for Starting Class

- Pair Share:
  - Have students turn to a neighbor and discuss a question related to the theme of the day.
- Chart paper questions:
  - Post a question (related to the theme of the day) on chart paper or the board and have students write their answer as they walk into class.





# During Class: Simple Activity Ideas

- Stand up-Sit down
- Listen and Repeat
- Twos to Fours



# Twos to Fours

AB → ABAB

AB → ABAB

AB → ABAB

AB → ABAB



# Additional Activity Ideas

- Mix and Mingle
- Student Interview Chart
- Fish Bowl
- “Ted Talks “ Conversations
- Poster Sessions

# Mix and Mingle



# Mix and Mingle Explanation:

- Write a level appropriate question on the board. Read it aloud to the group.
- Have students stand up, find a partner, and ask/answer the question.
- After it seems like most pairs have both asked and answered the question, ask them to say goodbye and find a new partner.
- Have a second level appropriate question on the board. Read it aloud. Have students ask and answer this question with their second partner.
- Continue in the same way a third time.
- Later, follow up on the information students learned from their partners. For example: What did Sonia do last night? What did Felipe do last weekend?

# Student Interview Chart

What is your name?	What are you going to do after class?	What are you going to do tomorrow?	What are you going to do next weekend?
1.			
2.			
3.			

# Fish Bowl Activity



# Fish Bowl Activity:

- In advance, introduce comment starters such as “What surprised me most was....” “The part I liked best was...” “I predict that...” etc.
- Put students into groups of about 5. Assign each group a video clip to watch or story to read for homework.
- During each groups’ turn, they will sit in the middle of the class to have a group discussion about what they saw or read using the comment starters. Every group member needs to comment.
- Meanwhile, the other groups must take notes about what each person in the other groups said.

# “Ted Talks” Conversations





# “Ted Talks” Conversations

- If students have access to the internet after school, ask them to listen to the “Ted Talks” speech of their choice.
- I ask them to write a brief summary, what it made them think about, and a question they would have asked the speaker if they had been there in person.
- In class, have students tell their partner about what they listened to. Partners can take notes.
- Later, have the students tell a larger group (about 10 people) about what their partner told them.
- Have those 10 (+/-) write down information about what each person in the group said.



# “Ted Talks” Conversation Alternatives

- Alternatively, you could have them read an article, listen to something on the radio, observe a scene in town, etc.
- The important part is the discussion afterwards.

# Poster Sessions



# Poster Sessions

- Assign each pair of students a topic to speak about. (It could be a hobby that they share, something about their culture, a theme related to what you've been talking about in class, etc.)
- In pairs, students should make a poster to illustrate their ideas with pictures and key words.
- One person is Partner A and the other is Partner B.
- When all posters are finished and hung up around the room, have all Partner A's stand next to their posters. They will describe their posters as the Partner B's walk around and listen to other people talk. After about ten minutes, have them change jobs.
- People will end up describing their poster many times as viewers wander from poster to poster.
- A reward could be given to the most informative/creative poster.

# Tip...

- Make sure everyone is always meaningfully occupied. Waiting for your turn in a large class can be agonizing.



# Reminder...

- Some activities are done to practice accuracy. Others are done to practice fluency. Both are important.

# Noise Control

- Listen and repeat with whisper voice
- Pre-established classroom gestures
- Play soft music while they're working
- Ask students to move chairs quietly, or cover chair legs with tape or socks!

# Classroom Management

- Have systems in place for participation
  - hand raising
  - standing up

# Classroom Management

- System for getting students' attention
  - Lights off
  - Bell



# Classroom Management

- Let students know what they should do when they're done with a certain activity
  - Should they sit down?
  - Put down their pencil?

# Classroom Management

- Team leaders
  - For taking attendance
  - Collecting homework

# Classroom Management

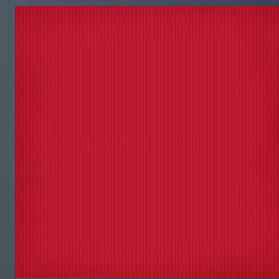
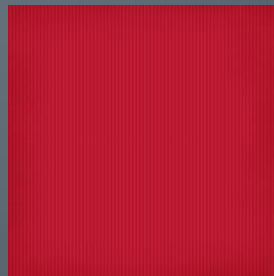
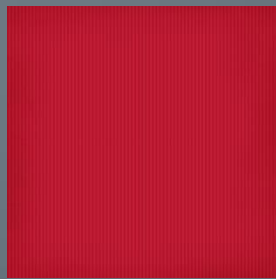
- Possibility of earning a reward
  - No homework for the night if you see “X, Y, and Z” in class

# Classroom Management

- Don't accept less than what you are hoping for
  - Redo classroom routines until they get it right!

# Efficient Grouping

- Pass out colored cards as they enter the room. Also post colors in different sections of the room. Students should sit with the people that have the same color, in the section where their color is posted.



# Assessment

- Check homework efficiently (Team leader? Correct answers posted on wall?)
- Sporadic collection of assignments
- Find ways to keep students meaningfully occupied while you briefly meet with each student

# Activity To Keep Students Meaningfully Occupied:

Banana

# To Keep Students Meaningfully Occupied...

## Vocabulary Practice Activity

- What's the Word?
  - Put students into groups of about 10.
  - Give each group an envelope full of 20-30 vocabulary words (each on it's own small paper)
  - Each student takes a turn pulling a word out of the envelope. They shouldn't say it or show it. Instead, they need explain the meaning so that teammates can guess it.
  - After they guess it correctly, the next person in the circle describes the next word.
  - The first group to get through all words wins.



# Using Technology...

## Recording One-on-One Conversations

- As a way to efficiently assess students' speaking ability, have them record a one-on-one conversation with a partner, and send it to you.
- You can give them criteria for the conversation such as topics to discuss and/or grammar points that should be used.
- You can also have them assess themselves.



# Multilevel Classes

- You may consider grouping students with purpose
  - Equal levels to do modified activities
  - Mixed levels to help each other
- Create independent work opportunities so that you can focus on one group at a time
- See related link on the Ning

# Tips About Incorporating New Activities

- Give directions effectively
- Try new ideas more than once
- Engage with students during the activities
- Be patient. It may take students time to get used to and understand the value of the activities.

# Revisit Classroom Expectations When Necessary

- From time to time you may need to revisit the expectations that you established at the beginning of the course. (ie. “Remember what we said about getting to class on time? How do you think we’re doing with that?”) Heart to heart discussions and humor can help 😊



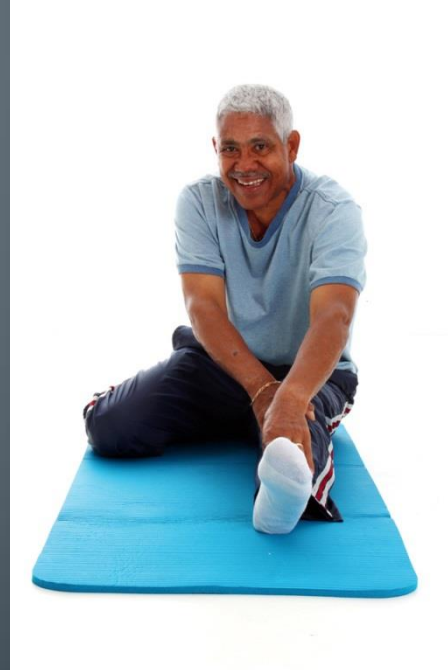
# Peer Observation

- An extra pair of eyes on your teaching to see things you don't see can be helpful. The point is not for the observer to tell you if you're doing well or doing poorly...this is simply to tell you what he or she sees. It may surprise you!



# Finally...Take Care of Yourself

- Eat right
- Exercise
- Get plenty of sleep
- Model these habits for your students and encourage them to do the same



# Thank you!

Let's continue the conversation on the Ning!

<http://shapingenglish.ning.com>

Happy teaching 😊

