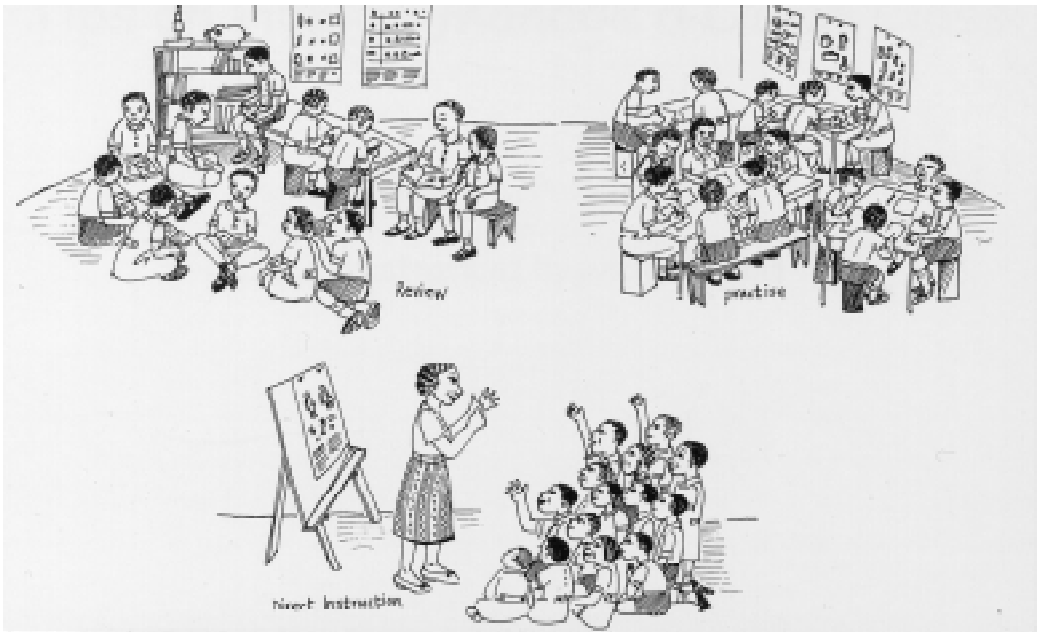




IEQ Project

Tips on How to Manage a Large Class



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A. General Suggestions

1. When teaching a new or difficult skill, ***teach the class in groups of 15 to 20, instead of trying to teach the whole class all at once.*** For example, if you have a class of 45, you will have three groups of 15. While you are teaching the first group, the other two groups can be given practise or drill exercises on the previous day's lesson (enrichment or remediation, as needed) that they can do on their own, with little supervision from you. Then, when they are ready, you can give the first group practise exercises on the newly-learned skill while you move on to the second group. Repeat the process with the third group.

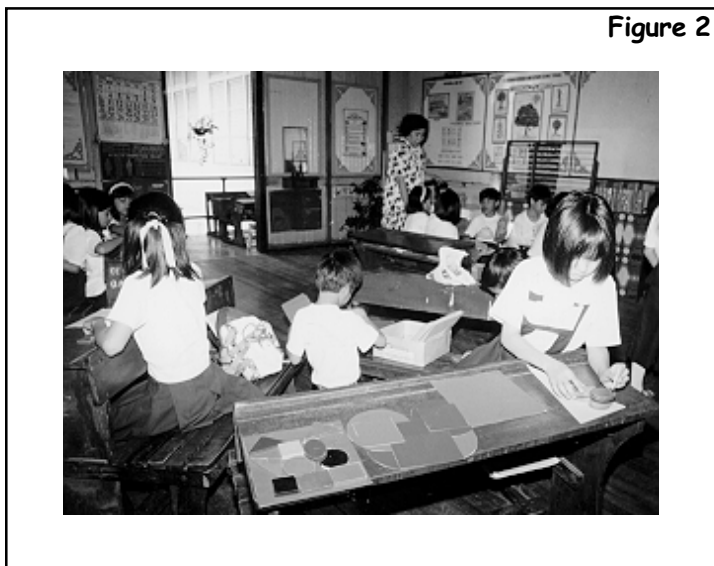
Figure 1



Divide a large class into two or three groups. Assign practise or review exercises to the other group(s) while you teach one group.

The smaller groups will be much easier to teach and will enable you to pay closer attention to individual learners, thus reducing the chances of serious learning problems. *This may be difficult to do at first, but it will get better as the pupils get used to the process and as you become more experienced in teaching groups this way. Also, it may seem somewhat time-consuming at first, but you will find that, in the long run, the pupils will have fewer learning problems. This will greatly reduce the time needed for remediation.*

2. Assign pupils to ***small groups of 5 to 7*** and give them simple tasks or projects to do together. Do this as often as possible so that they will get used to group work. Change the grouping every once in a while—e.g., every month or every two months.



3. ***Establish simple rules of acceptable behaviour*** for everybody to observe when working in groups or individually, such as:

- how to work together on a group assignment—i.e., how to be a good leader and how to be a good member of the group;

- how to talk softly without disturbing others during group work;
- how to take turns and how to wait for one's turn;
- how to work together as peer pairs during enrichment or remediation
- how to be a good tutor (the pupil giving remedial help to another pupil);
- how to be a good tutee (the pupil receiving remedial help); and
- how to work on individual assignments.

Figure 3



4. *Train all the pupils how to lead a group.* Give everyone a chance to be the group leader. Make sure the members of the group take turns being the leader.

5. When the groups are working on their assignments together, *have them sit around in a circle.* This will increase the chances that everyone will participate.

6. ***Seat the pupils who need more help closer to you*** where you can easily see them during direct group instruction. This will help you spot difficulties more readily while you are teaching. Whenever possible, provide immediate (timely) remediation during the lesson.

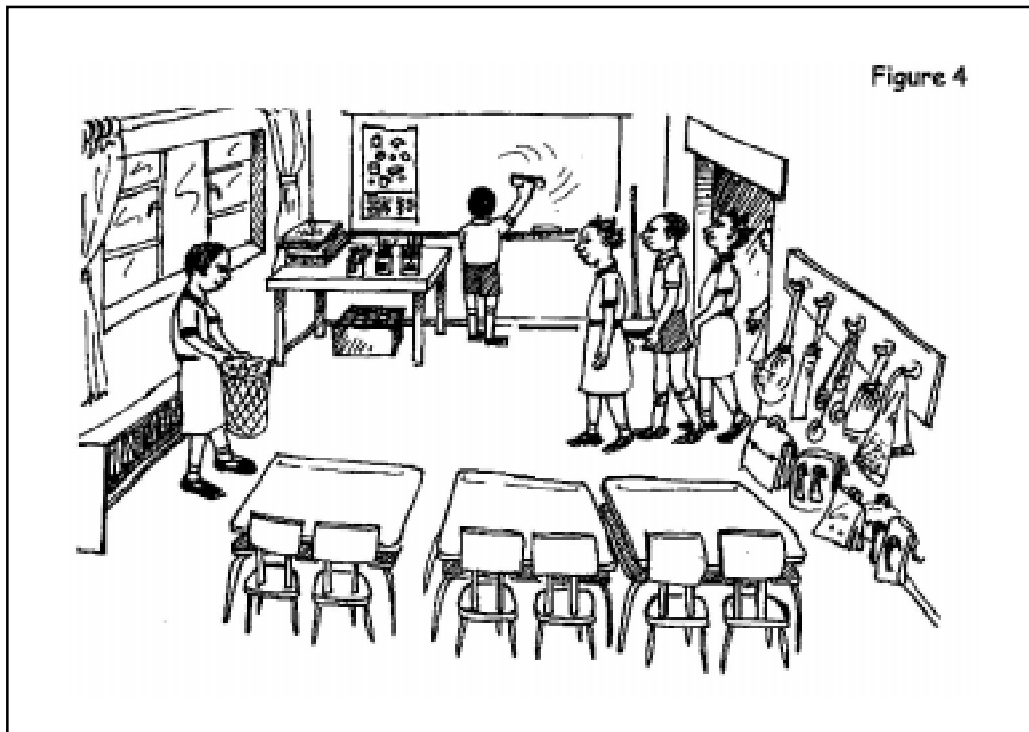
7. When you want a large group (e.g., the whole class) or smaller groups of 15 or less to give a ***group response to yes-no types of questions***, you can have the pupils give their answers without shouting and without "copying" from a classmate. You can do this by using signalling techniques and special ways of having the pupils give their answers. For example, you can have them hold up a green response card ("yes") or red response card ("no") together, at a given signal, such as a click of your fingers, signalling up and down with your hand, etc. Here's an example of how this may be done.

- a. Ask the question.
- b. Pause to give the children time to think. Give the children a longer time when the questions require more thinking.
- c. Give a "ready" signal. Look around to make sure that all the pupils heard the question.
- d. Give the signal to respond together.
- e. Be alert for children who hesitate and who look around at the others before giving their own answer.
- f. Provide immediate reinforcement for correct responses (e.g., saying "Very good.") or provide correction and remedial help if needed.

8. ***Train your pupils how to routinise classroom chores.*** They should do these tasks efficiently and with a minimum of noise even when you are not directly supervising them. At the beginning of the school year, train your pupils to follow simple standard procedures for routine classroom chores, such as:

- how to go in and out of the classroom when classes start, during recess, and when classes end for the day;

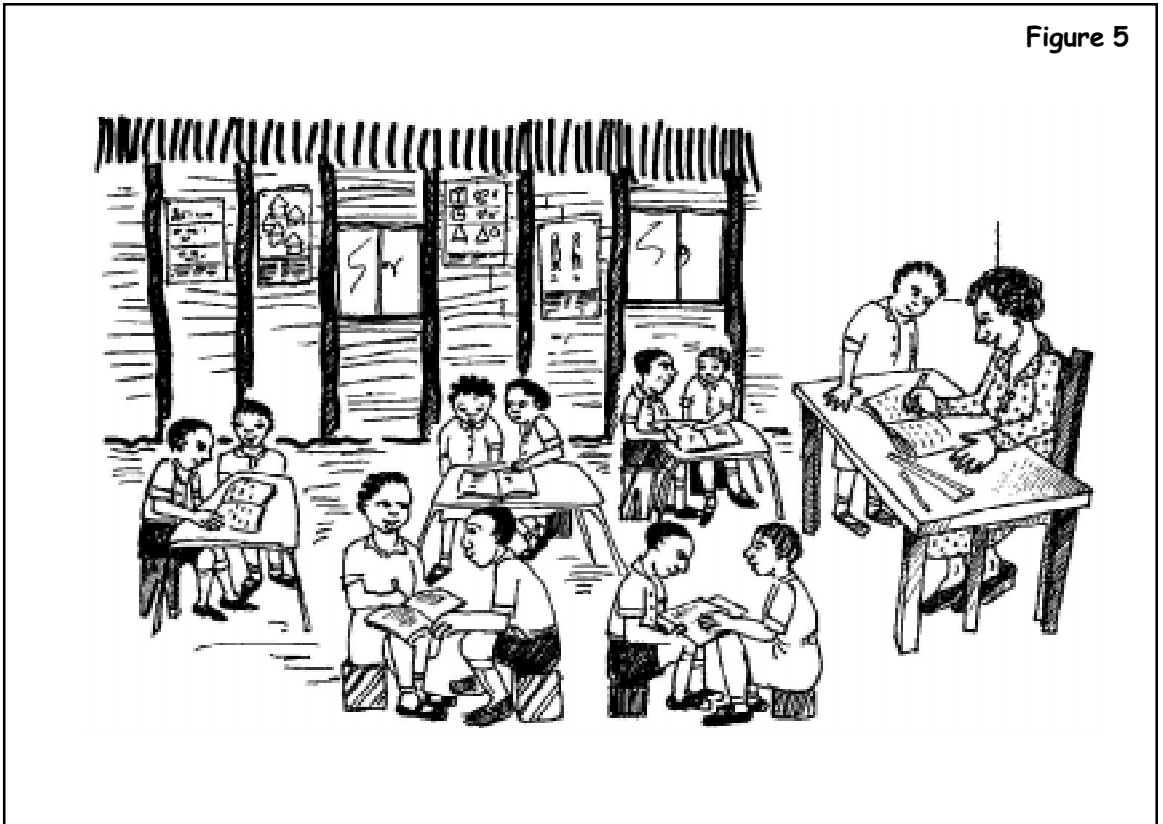
- how to distribute books, papers, and other materials;
- how to pass papers, books, and other materials to the front;
- where to put school materials after using them; and
- how to keep the classroom neat and tidy.



B. How To Organise Remedial and Enrichment Activities

1. Organise the pupils who need remediation into small groups or peer pairs. Those pupils who have similar learning needs should be grouped or paired together ("homogeneous" groups or peer pairs).

Figure 5



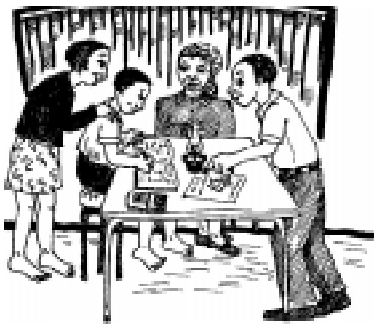
2. Organise the pupils who need enrichment into “homogeneous” groups or peer pairs. That is, pupils who have reached approximately the same level of mastery of a given skill may work together in groups or in pairs. They may also work individually, if there are enough materials to allow individual work.

3. Make use of other people (other “human resources”) to help tutor pupils with learning difficulties. The teacher is not the only person who can tutor or provide remedial help. With some training, others can help tutor pupils who need extra help. Here are examples of people who can be trained to be tutors:

- Classmates (peer tutors)
- Students from higher grades or older students (cross-age tutors)

- Boy/Girl Guides (cross-age tutors)
- Community volunteers
- Family members (home tutors)
- Retired teachers
- "Paraprofessionals" (e.g., high school graduates).

Figure 6



AN IMPORTANT REMINDER:

If you ask others to help as tutors, you must first train them how to tutor. You must tell them exactly what kind of help is needed by a pupil, what they should do, and what materials they should use.