

Renaud et al uses the quote, "We cannot direct the wind, but we can adjust the sails," (Peace Corp, 1992, 11), to motivate a discussion of modest but meaningful solutions that can improve teaching large class sizes with limited resources. She builds on the theme that a large class size can be advantageous because it provides a "rich variety of human resources (Site)." Though there may be 50 to 80 students in a class, classroom management is possible because more proficient students are available to support lower level students. For example, teachers can serve as models for students, who learn strategies to help themselves and their classmates through peer teaching and collaboration, thus creating an atmosphere of cooperation. Renaud et al emphasize that while there are many challenges presented by a large class size, managing the classroom with limited resources can be achieved by using pair and group work to encourage cooperative learning.

When it comes to managing large classrooms, Renaud Et. al suggests implementing techniques including an emphasis on setting classroom rules, planning different activities which cater to diverse learning styles and interests, and assigning seats. To help manage the work load, grading can be reduced by having students self edit or work in groups. In addition, Renaud et. al provides a series of effective suggestions to encourage cooperative learning in a large classroom. Renaud et. al point out that many large schools such as those in Haiti has limited access to photocopying, no electricity, and no dictionaries. They suggest alternatives such as dictating information using a dictogloss and then have students reconstruct the text with a partner.

The author's observations make a valid point about the many challenges of teaching in large classrooms. The biggest challenge in my experiences is the idea of ensuring each student is acknowledged and learning. I found Renaud et. al's examples how to overcome challenges faced in a large classroom helpful and applicable to real life teaching scenarios even in developed countries. On a personal level, I have experienced how a large class size can often make a teacher feel helpless to connect with each student in a classroom. However, Renaud's et al.'s suggestions, particularly ensuring that all students have a task, help me realize that it is possible to reach all students. I also took away that it is important to make activities success-oriented in a large classroom to build confidence throughout the class. If I see my students are confident while they learn, I feel more successful as a teacher.

In terms of teaching approach, many of the methods which Renaud et al suggest reflect communicative language teaching. Working in small groups or pairs helps to ensure the L2 is practiced when the teacher is occupied with other groups. Most importantly, it is critical each student gets acknowledged and is learning despite the challenges. Large classroom sizes continue to be a challenge, particularly in third world countries such as Haiti. The limited resources and undistinguished academic levels of the pupils create a situation where the instructor will need to draw upon his/her creative capacities and flexibility to teach. This is one of the many qualities of being an effective teacher.