

# **FINAL REPORT**

## **MASTER TEACHER ACADEMY**

**WHAT HAPPENS WHEN I IMPLEMENT CLASS PRESENTATIONS  
SPECIFICALLY FROM BOOK REPORTS IN MY GED CLASS?**

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## **TEACHING CONTEXT**

In 2001, I started working as a Spanish GED instructor in the Migrant Education program at EPCC. I worked there for 4 years and I am working a part time job at UTEP by mornings and at San Jacinto ALC in EPISD by evenings. Most of my morning students are farmers, workers and teenagers, while those in the evening range from 18 to 60 years old, Mexican-born, who attended school up to the eighth grade. Today they have the opportunity to come back to school, although with different problems including lack of transportation, low self-esteem, economic and family problems, domestic violence, and limited vocabulary. Now they are motivated to have a goal, to have the GED diploma to be transferred to college and become a nurse, teacher or dentist.

## **PROBLEM**

Most of my students have problems in reading, I noticed the problem at the beginning of each semester, in reading class, at the time they are reading they cannot properly understand the paragraphs, their reading speed is slow, and they don't find the main idea easily. The reason is because they have limited vocabulary, no reading skills and are not used to read frequently.

## **RESEARCH QUESTION**

WHAT HAPPENS WHEN I IMPLEMENT CLASS PRESENTATIONS SPECIFICALLY FROM BOOK REPORTS IN MY GED CLASS?

## **ACTION LEARNING PLAN**

I decided that one way to promote better reading skills among my students was to get them to engage reading texts more actively through book reports and presentations. These are the steps that I took:

#### FIRST DATA COLLECTION ACTIVITY; INTERVIEWS

I interviewed 2 GED instructors and 4 students. I interviewed the instructors in order to know if implementing this method the students' reading comprehension would improve. I also interviewed the students in order to know their personal opinion about writing book reports, and to see if their reading comprehension and reading skills were improving.

**Comment [eh1]:** Tell us what you expected to learn from the interviews. In other words, why did you interview them

#### QUESTIONS

##### INSTRUCTORS:

1. Where they asking students to make book reports in order to improve reading comprehension?
2. Since both of them were using this method, I asked them if they were seeing positive improvements.

##### INSTRUCTORS:

1. What did they think about book reports in GED classes and did that increase their readings skills?
2. What was their opinion about book report presentations?

After the interviews, I learned that implementing this method in class it will be positive and the students reading problem decreased, helping them to study the others subjects.

In my two evening classes, they are approximately 30-35 students each actively participating in the program. The attendance fluctuates from a low of 20-23 to a high 30-35. For example at the beginning of the semester, I start teaching Reading then the first lesson of this topic is: "Reading, not Fiction".

**Comment [eh2]:** What did you learn from these interviews?

#### SECOND DATA COLLECTION ACTIVITY STUDENT WORK AND DOCUMENTATION

I gave my students the opportunity to choose a book from a library, a book they most liked. Then I gave them the following book report guide, which they used to prepare their oral presentations. I collected the book reports.

#### QUESTIONS

1. Name of the book
2. Name of the writer and her/his biography
3. Characters
4. Main idea
5. Problem and solution
6. Details
7. Personal opinion

The students had to be creative in their presentations; they could add photos, copies from the book etc. They each had only 15 minutes for their presentations. They were required to read one book every two weeks.

#### PRE/POST TEST

As a PRE-TEST measure students individually answer the questions (first questionnaire)

As a POST-TEST at the end of each presentation the whole class discussed the presentation and took a multiple choice quiz.

#### THIRD DATA COLLECTION ACTIVITY

##### OBSERVATIONS

I observed and evaluated each student presenting a book report in front of the classroom.

## **FINDINGS AND CONCLUSIONS**

The results were excellent; the effect that this project had on my students was great because I noticed the problem at the beginning of the semester in the pre-test grades having low grades, then implementing the class presentations from book reports it helped them improve their reading comprehension and it also increased their vocabulary, and we could see it in the high grades they received in their post-tests.

In terms of my professional knowledge, I learned that regardless of a student's previous level of education, they can learn, study, and improve their performance, provided they are taught effectively. The most important realization has been that percentages of my students who have passed the GED tests have been increasing considerably. Additionally, this method has helped them to improve in all the subject areas. I am planning to teach this method at the beginning of each semester, I am planning to promote my students to continue the habit of reading and increasing their vocabulary.

GRADES			
READING TEST			
STUDENT	PA	PC	PE
Maria	380	420	540
SOCIAL STUDIES			
Julio	400	450	520
SCIENCES			
Miriam	360	400	440

The previous table shows the grades that three of my morning students from UTEP reached. It happened in a period of one semester, PA is the basic test, PC the intermediate and PE is the advanced. Also, the table indicates that reading scores improved as did scores in social studies and science. The scores indicate knowledge was gained implementing this method of learning.

## RESOURCES

Hersilia Simmons ( HEP EPCC Coordinator)

Hector Acosta ( HEP UTEP Coordinator)

Norma Gonzalez, Victor Ruvalcaba, Hector Jaquez, Rosa Flores ( students)

<http://myteachertools.com>

[www.able.state.pa.us/lfp](http://www.able.state.pa.us/lfp)