

# New Teacher Academy

## Power Point Presentation

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# Strategies Used in the ESL Classroom

- Games: The Dictionary Game
- Pre-Test and Post-Test
- Visualization: Memory Momentum

# Strategies used

- To introduce “adjectives”
- To find out how much vocabulary students knew before and after a unit on food
- To reinforce their “food” vocabulary

# The Dictionary Game

- Distributed blank sheets of paper
- Asked students to write the definition of an adjective
- Read all answers aloud without identifying who wrote what
- Narrowed choices down to 3 or 4
- Voted on the correct definition

# Pre-Test and Post-Test

- Asked students to write a list of all fruits and vegetables that they knew
- Discussed their lists
- Used their lists to make a “master” list by writing their answers on the board
- Picked up and kept their first lists (pre-test)
- Asked students at the end of the unit on food to make a second list (post-test)
- Returned their first lists
- Asked students to compare both lists: Did they improve? Did they stay the same?

# Memory Momentum

- Showed students a tray filled with assorted fruits and vegetables
- Asked students to study the contents of the tray for one minute
- Asked students to write a list with the names of as many fruits and vegetables as they could remember
- Talked about their lists

# What Happened?

- Students
  - participated in the activities
  - shared and laughed at their answers
  - “saw” their improvement
  - enjoyed (and learned from) a fun activity

# What went well?

- Students
  - were less reluctant to participate
  - shared and compared answers
  - were more involved in class discussion
- Activities offered a change of pace to the usual classroom routine

# What did not go well?

- A few students didn't "try" and just wrote "don't know"
- Others tried to peek at their classmates answers

# Did the lessons flow as planned?

- Lessons flowed as planned
- Lessons took longer than anticipated

# How did I try to measure change?

- Students
  - took a pre-test and post-test at the beginning and end of the food unit
  - wrote lists of as many fruits and vegetables they could recall after studying them for a minute
  - made their own “flash” cards for adjectives
  - looked at pictures and wrote short sentences to describe them
  - took a quiz over adjectives

## Did I try “before and after” in class assessments?

- Yes. The pre-test and post-test consisted of students writing the names of as many fruits and vegetables that they knew
- At the end of the unit, students compared both lists and “saw” their improvement: in # of words written, # of words spelled correctly, etc.
- The pre-test also served to introduce the unit

# What have I learned?

- I must:
  - make my ESL instruction more relevant to the students' needs
  - keep the students more actively engaged in the learning process
  - be more aware of what is and is not working in my classroom instruction

# What am I going to start doing differently?

- I am going:
  - to incorporate more of these tried-and-true strategies into my ESL classroom to pique my students' interest level and to stimulate their learning
  - to help students better relate and apply what they are learning in the classroom to their everyday lives

# What are my thoughts and feelings about what happened?

- The New Teacher Academy
  - has equipped me with new strategies for use in my ESL classroom and has boosted my self-confidence
  - has given me the opportunity to meet other teachers, to learn from them, and to grow with them
  - has sparked my interest in seeking more opportunities for professional development