



New Teacher Academy

Debra M. Ramirez

Implemented Strategies

- **Games**
- **Movement**
- **Drawing and artwork**

Implemented Strategies

Games: Using games for adult learners is motivational. Appropriate games facilitate problem solving, cooperation, movement, and even self-discovery. (Tate,17-18)

- **Drawing and artwork:** This strategy allows them to demonstrate what they are learning. They create their own way to learn and develop new skills (Tate,9)

Movement: Certain movements help learners to feel better and increase their energy levels and that assist their brains in storing and retrieving information (Tate, 53)

Description of Implemented Strategies

Used Strategies to teach:

- Fruits and Vegetables
 - Vowels
- Colors, Feelings, and Art

Description of Implemented Strategies

Games

Pass the Chicken



- Participants stand in a circle
- Select a person to start and pass the chicken-toy to the student next to them as fast they can.
- The chicken never stops moving
- Starting with two words and ending with five words.

Topics Used for this game:

- Fruits & Vegetables
 - Family words
- Students had to name five fruits and vegetables

Description of Implemented Strategies

Movement

- Create and relate sounds of vowels with reactions and expressions in Spanish
- As a group they have to create sounds and movements related with each vowel. Then, they had to do each movement and repeat the sound they choose at the same time

VOWELS

Example

| English | Say | Do (expressions) |
|---------|-----|------------------|
| A | ei | hey you! |
| E | i | hijole!! |
| I | Ai | Like a pinch |
| O | ou | ouch! |
| U | iu | iu!, you stink!! |

Description of Implemented Strategies

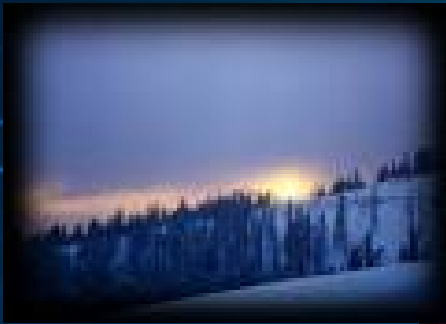
Drawing & Artwork



- Experimented with primary colors and created secondary colors using the Venn diagram
- Learned the difference between warm and cool colors by showing pictures, and relate it with feelings

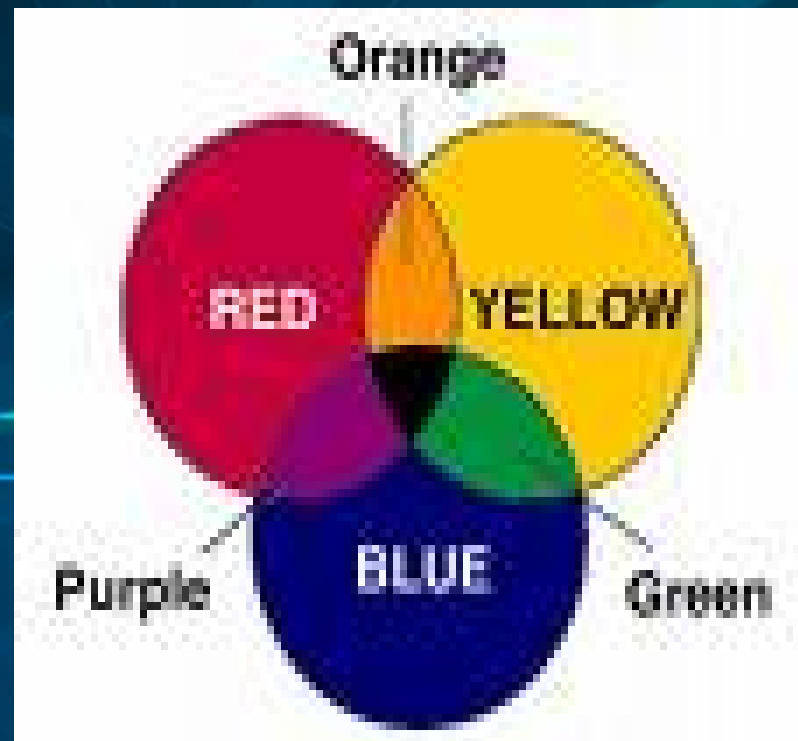
How to relate colors with feelings?

- Provide them with feeling vocabulary words
- Show pictures and ask:
 - How do you feel in relation to this picture?



They should use the new vocabulary and explain what they feel

Venn Diagram



Response of implemented strategies

- Students participated in every activity
- Showed enthusiasm with experimentation of colors
- Got in touch with their emotions
- Learned to identify fruits and vegetables

Accomplishments & Challenges

What went well?

- They were able to converse in English with their classmates
- Pronunciation improved
- Students got experience on working with colors and feelings
- Cooperated with one another

Accomplishments & Challenges

What didn't go well

- Some students hesitated to speak English with strangers
- Lack of initiative
- Multilevel environment created low self-esteem for lower level students before the group activities

Accomplishments & Challenges

- The lessons flowed as planned
- I felt that some of the activities needed more time. Some students are slower learners than others
- Needed more field trips related with the topics; such as museums and galleries

Evaluation of changes in Students

- Demonstrated comprehension by creating an arrangement of colors using a Venn diagram worksheet
- Explained the results they had
- I noticed 3 out of 7 students tried to speak English outside of the classroom

Evaluation of changes in Students

- Pre and post questions were asked on fruits, vegetables, and colors
- Oral questions were given one week later to prove comprehension

"Before & After" assessments

Changes:

- I could have given learners feedback on their quizzes so they could know how they were doing

The Impact on my experiences

I learned:

- I need to *model more so my students can understand better*
- Students prefer to be actively speaking

The Impact on my experiences

I can improve by:

- Adding more group activities
- Focus on one topic at the time
- Visiting other ESL classes so they can practice what they have learned

My thoughts and feelings about my experience

- I feel good about what I did, even though not all students were able to go to class every day
- I believe that they are more excited about learning English

References

Tate, Marcia L. (2004). *"Sit & Get" Wont Grow Dendrites*. Thousand Oaks, California: Corwing Press.