

New Teacher Academy
Learning Strategies
PowerPoint Demonstration
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Strategies Implemented In My Training

- **Narrative Chaining**
- **Game Strategy**
- **Writing and Reflection**



How Strategies Were Implemented

Used strategies to teach:

– Reading Comprehension

- Reading and Understanding English

– Writing Comprehension

- Writing and Understanding English



How Strategies Were Implemented

Used strategies to teach:

- Information Recall
 - Recalling English Words and Phrases
 - Using English in Every Day Life



How Strategies Were Implemented

Narrative Chaining

Separated class into four groups. Delegated a Leader, Timekeeper, Secretary and Editor. Four students volunteered one word each to use in a short story.

*Used to teach reading and writing comprehension



How Strategies Were Implemented

Tell students that they will be participating in a fun writing activity. I said “I need 4 volunteers to give me one noun each.”

I wrote each noun on the board. I told the students I would be separating them into 4 groups, numbering the students 1 through 4. The groups were separated and sat in different areas with their numbered groups, which broke up their usual “clicks”.



How Strategies Were Implemented

One person was assigned to be a leader (keeps group focused on writing), another a timekeeper (keeps an eye on the time), another was to be secretary (writes story), and finally the editor (looks up definitions and meanings of words).



How Strategies Were Implemented

Explain to the students that everyone has to participate and give input to the secretary. Set a time limit to complete the writing activity (I allotted them 20 minutes to complete the activity).



How Strategies Were Implemented

Game Strategy

Introduced “Pass the Chicken”. Played almost like “Hot Potato”, only without the music. Materials needed: any type of stuffed animal will do along with a list of word categories in English that the students have already learned.

How Strategies Were Implemented

The words can be from any category that they have learned. Examples of categories of words are: days of the week, seasons, colors, months of the year, numbers, etc. You as the teacher will hand the chicken to anyone at random.



How Strategies Were Implemented

Person who was “It” has to name words in English from a certain category. If the person gets the word right, they then pass the chicken to the next person and so on until all the words that the students know in that particular category have been spoken.



How Strategies Were Implemented

The last person to have the chicken will have to speak a word from a different category and the process continues.

This game was very helpful to the students in the area of recall. Students were enjoying themselves and helping each other when they got stuck on a word.



How Strategies Were Implemented

Writing and Reflection

The object of this exercise is to make students aware of how much English they can use in their everyday lives. This will help them practice speaking English and allow them to substitute Spanish language with English language. This can be a weekly exercise.



How Strategies Were Implemented

Students had to write actual goals for the year. They made lists of short term and long term goals. In addition, students had to make lists that they could use in every day life. Examples are: Things to do list, Honey Do list, shopping lists, etc. This will help them to practice their English outside of the classroom.



What Happened When Strategies Were Implemented

Participants reaction to activities

- Students engaged in activities with enthusiasm
- Collaborated



Accomplishments and Challenges

What went well?

- A lot of discussion in English
- Built teamwork
- Had fun



Accomplishments and Challenges

I noticed that during the “Narrative Chaining” assignment the students spoke only in English. This was very good because the majority of students like to converse with one another in Spanish during class time.



Accomplishments and Challenges

This assignment helped build teamwork within the new groups. This improved classroom dynamics. The assignment as a whole was a lot of fun for the students. They were laughing and joking about things. They picked on each other and made it enjoyable.



Accomplishments and Challenges

What didn't go well?

- In group exercise, one of the students took charge and did not accept others' input
- During group exercise, the time allotted was not enough



Accomplishments and Challenges

What didn't go well?

- In goal setting, many students initially were not practical
- Students were asked to readjust their goals



Accomplishments and Challenges

Did the lessons flow as planned?

- Writing lessons took longer than expected
- Everything else flowed pretty much as planned



Evaluate the changes on learners that did or did not result from implementing the strategies

How did I attempt to measure change in participants?

- **Evaluated students' papers**
- **Evaluated students' conversations**
- **Evaluated students' input**



Evaluate the changes on learners that did or did not result from implementing the strategies

Did I try "before and after" in-class assessments?

Yes, I did informal observations of what we did in class. This was before the exercises. Some of the students protested the writing parts of these games and exercises. After implementing these strategies, the students were more receptive and were relaxed with them.



Evaluate the changes on learners that did or did not result from implementing the strategies

I noticed that classroom dynamics changed as a result of these exercises. Students are now more confident with doing writing exercises because they know that they will not be critiqued or criticized about their writing skills but rather practicing their English speaking and writing.



Impact of Experiences on My Practice

What have I learned?

Adults like having fun learning. I noticed that adults are worried about being criticized and fear failing. Once they know that a teacher is their to help them and not belittle them, they open up more.



Describe the impact of these experiences on my practice

What am I going to start doing differently as a result of these experiences?

- Do more writing now that they are comfortable with it
- Students will be writing stories or letters in English



Describe the impact of these experiences on my practice

- **Incorporate new or different games**
- **More real life or practical exercises**



Describe the impact of these experiences on my practice

What are my thoughts and feelings about
the “significance” of what happened?

Doing practical activities showed students that learning can be incorporated into their everyday lives. I feel that I am a better teacher because I have come to realize that adult students need to have fun too.



Describe the impact of these experiences on my practice

Participating in fun activities helped students overcome their fears about learning and failure in the classroom.



CITATIONS

- Teaching Tools by Dr. Barbara Baird
- Tate, Marcia L.. "Sit & Get". First. Thousand Oaks, CA: Corwin Press, 2004.



The End

