

New Teacher Academy
ESL Strategies
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Strategies Implemented

Objective:

- To promote the importance of reading & writing.
- **Knowledge** of a chosen topic (Academic Decathlon).
- To practice **Fluency** in the reading process.
- To review known and learn new **Vocabulary** in the reading & writing process.
- To see how much **Comprehension** does the students have on the topic

Describe the strategies implemented

- Cooperative Learning
- Reading & Visuals (Newspapers)
- Graphic Organizers
- Writing & Reflection

Describe the strategies implemented

Used Strategies to teach:
ESL Reading & Writing

- Reading Comprehension
- Read to “Follow Instructions”
- Writing in Graphic Organizers
- Writing Summary (information on the article)

Describe the strategies implemented

Cooperative Learning

- Assembly of teams on groups of 5; 1-3 minutes.
- Discussion of the materials/ comprehension & knowledge/ on teams; 5-10 minutes.
- Review and highlight of unknown vocabulary/ on Teams; 5 minutes.
- Teams worked with different graphic organizers; displayed and explained the information added to those graphic organizers to the entire class.

Describe the strategies implemented

Reading & Visuals (Newspapers)

- Students saw illustrations in the Newspaper that help them understand the information given to them on the article.
- Newspaper Scavenger Hunt instruction paper allowed the student to read instructions given to them and practice their reading skills
- Vocabulary Notebook with new definitions included pictures that allowed the students to compare the words with the illustrations

Describe the strategies implemented

Graphic Organizers

- Students had the opportunity of choosing from one of the following graphic organizers to work with the newspaper article and practice their writing skills:
 - Affective Graphic Organizer
 - Before/After Graphic organizer
 - Cause & effect Graphic Organizer
 - Comparison Graphic Organizer
 - Fact & Opinion Graphic Organizer
 - KWL Chart
 - Main Idea Graphic Organizer
 - Text Connections Graphic Organizer
 - Venn Diagram Graphic Organizer

Describe the strategies implemented

Writing & Reflection

- Students were able to write unknown vocabulary on notebooks and search for the meaning of new vocabulary. 5-10 minutes.
- Students were able to write a summary of the material that the students have read; 5-10 minutes.

Describe the strategies implemented

Reading Comprehension

- Students had the opportunity of reading silently; 5-10 minutes.
- Students practiced their fluency skills on the language by reading the newspaper article to their teammates; 5 minutes.

Describe what happened when implemented

Students

- Were engaged in the activities given to them
- Interacted with one-another practicing their English skills & English vocabulary
- Exposed & shared their results with the other teams

Things that worked (Accomplishments & Challenges)

- The different activities kept the students active, thinking about the topic, alert, and interested on their assignments.
- A spirit of teamwork and friendship started to develop when students were working in groups.

Things that worked (Accomplishments & Challenges)

- Students with more knowledge helped students that had difficulties with the lesson.
- Students were able to learn vocabulary, obtain fluency by practicing in communication skills, and learned how to comprehend the lesson.

Describe the impact of these experiences on the students

Significance of what happened

- Students gained confidence in using their communication skills outside the classroom.
- One of the students got promoted on her job because of her improvement in her language skills.
 - The last written test on vocabulary revealed a considerable improvement from the students in comparison to what they knew before learning this strategy.

Conclusion

- Adults like to be challenged with activities that will help them develop their communication skills (especially if they are learning a new language). They are eager to learn how to interact with people outside the classroom (this can be applied to interacting with family members, friends, co-workers, supervisor, so on and so forth).
- Adults want to learn fluency; so that people are able to understand them outside the classroom, and with this type of activities the adult student has fun, learns how to follow instruction, and is able to practice communication skills vital to the real world.
- The adult wants to learn vocabulary because they want to be able to know the things that they are expressing.
- Comprehension helps the adult to read instructions in the language and follow those instructions. This skill is essential for the adult student because they can apply this skill in their everyday life.

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