

New Teacher Academy

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Implementing Strategies in Conversational ESL

“Sit & Get” Won’t Grow Dendrites Book
Strategies

-GAMES/ Strategy 4

-WRITING AND REFLECTION/ Strategy 18

-ROLE PLAYS/ Strategy 14

GAME

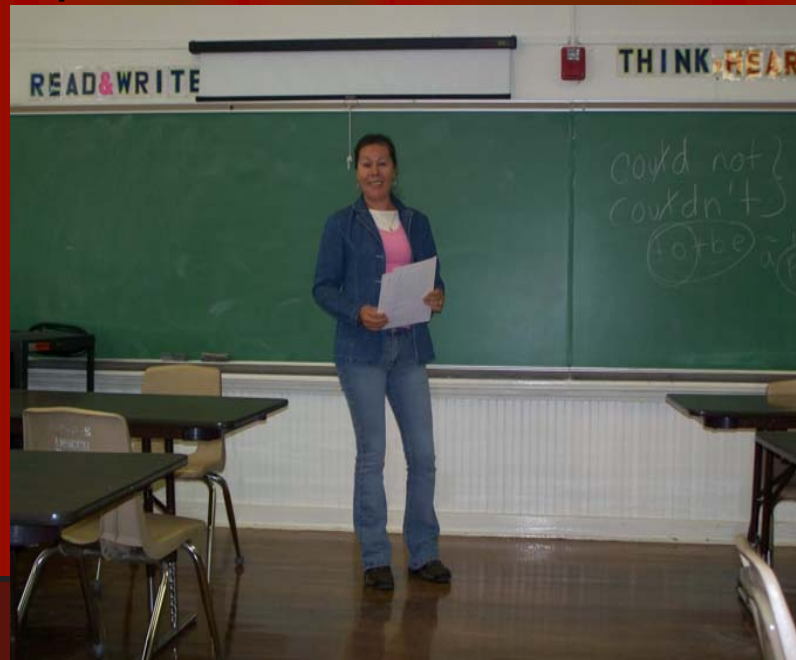
Charades

- Teacher gives and explains the students a set of idioms
- Set them in two groups
- Students pantomime the idioms and if the other team guesses the idiom, than that team gets a star
- The team that gets more stars, get incentives (chocolate bars or pencils, etc..)



Writing and Reflection

- Give students a list of Idiomatic Expressions
- Have them work in pairs
- They discuss and write a conversation using the idioms
- Students present the conversation to class



Role Plays

- Give students a set of idioms
- They write a skit using the idioms
- Students dress up and perform the skit



Results of Implementation

Students

- Learn idioms by practicing them in different ways
- Actively participate and reinforce comprehension of idioms
- Have fun
- Peer teach classmates



Accomplishments

- Students participation is 100%
- Participants dress up for skits
- Mainly use English
- Discover new words as they write the skit
- Apply idiomatic expression in everyday life



STUDENT'S CHALLENGES

- Some students couldn't act out the expressions by themselves. Therefore I set them in teams to help each other
- Struggled with what to write about. Therefore I had them work in pairs
- Stage Fright. They overcame this by reading practice conversations and later their own conversations

Teacher's Challenges

- Time Consuming (fall behind on lesson plans)
- Having to translate

EVALUATION

- “Likes and Dislikes” discussions of their performance with the idioms conversations and understanding of the same
- “Round Tables” on easier ways to do projects and students opinions and reinforcement of understanding idioms

“Before and After” in-class Assessments

- Practice mini-dialogues with each idiom. Students read conversations from the book and practice them with their classmates outloud
- Fill in the blanks stories from the book with the correct idiom, for more practice and understanding of idioms

Experience Acquired

- Introduction of idioms first is important
- Provide Definition of idioms
- Give examples by modeling or with visuals
- Translate idioms if absolutely necessary

New Implementations

- More visual aids with drawings or pictures explaining the idioms
- Start with sentences of each idiom before starting a conversation
- Read more stories with idioms applied, and have more practice conversations
- Implement more games, like jeopardy, tic-tac-toe, etc...using idioms definitions

Thoughts and Feelings of A Magnificent Experience

- I learned that students become more interested when the challenge is greater, and they want to do more.
- Once students understand the idioms and know them, they want to learn more idioms
- I am very proud of my students, because they put a lot of effort to their work and they've experienced their improvement with their everyday usage of idioms in class conversations



Handouts and Materials

Milada Broukal (1994). *Idioms for Everyday Use*
Lincolnwood, Illinois: National Textbook Company

Marcia L. Tate (2004). *“Sit & Get” Won’t Grow*
Dendrites, United States Of America, Corwin Press