



Implemented Learning Strategies

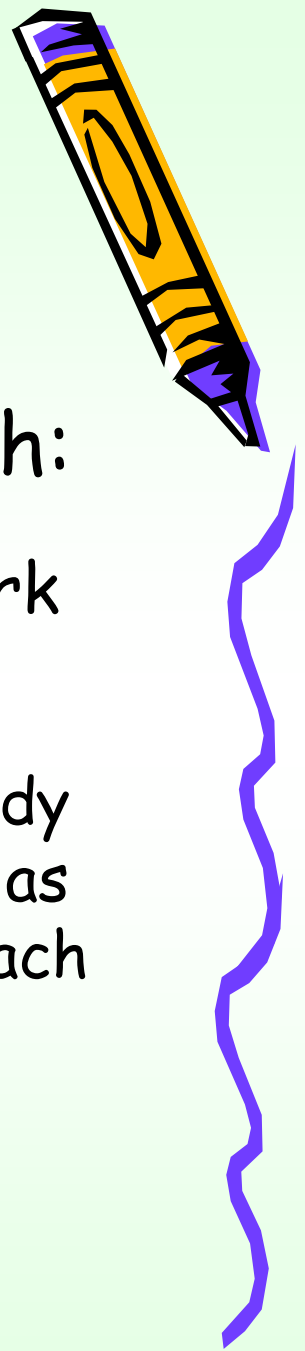
Rosa M. Chavez

rosichavez@sbcglobal.net

New Teacher Academy

Implementation

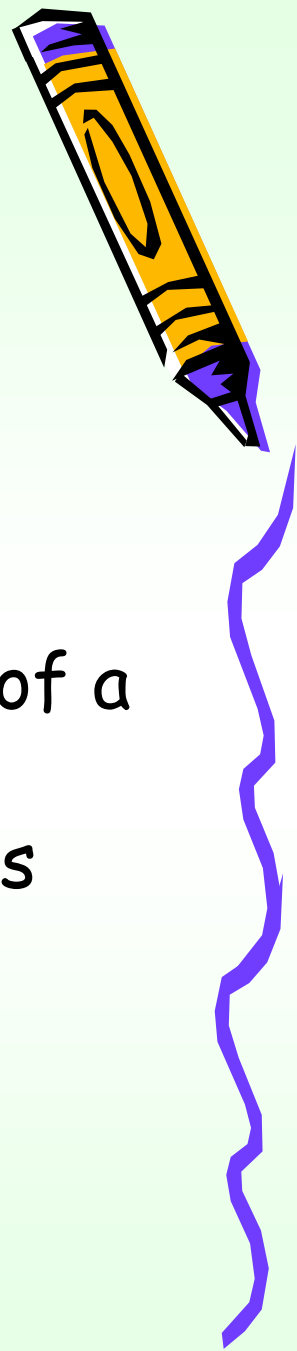
- These strategies were used to teach:
 - Texas Standardized Curriculum Framework for Adult ESL Life Skills Standard 7.01
 - Students learned how to identify basic body parts visually, in discourse, and in writing, as well as learn how to articulate the name each body part



Strategies Used:

- Drawing
- Brainstorming and Discussion
- Cooperative Learn
- Visuals
- Demonstration and Movement
- Games





Implementation Methods

- Drawing
 - Students created their own drawing of a man or a woman on a sheet of paper using a pen, color pencils, and markers





Implementation Methods

- Brainstorming and discussion
 - Recall as many names of common body parts (in English) as possible
 - Label all the body parts on your drawing





Implementation Methods

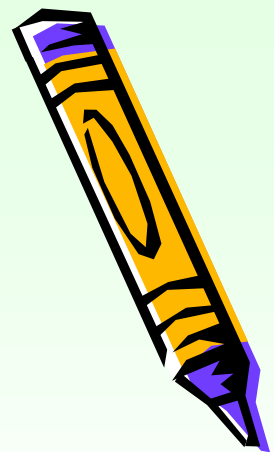
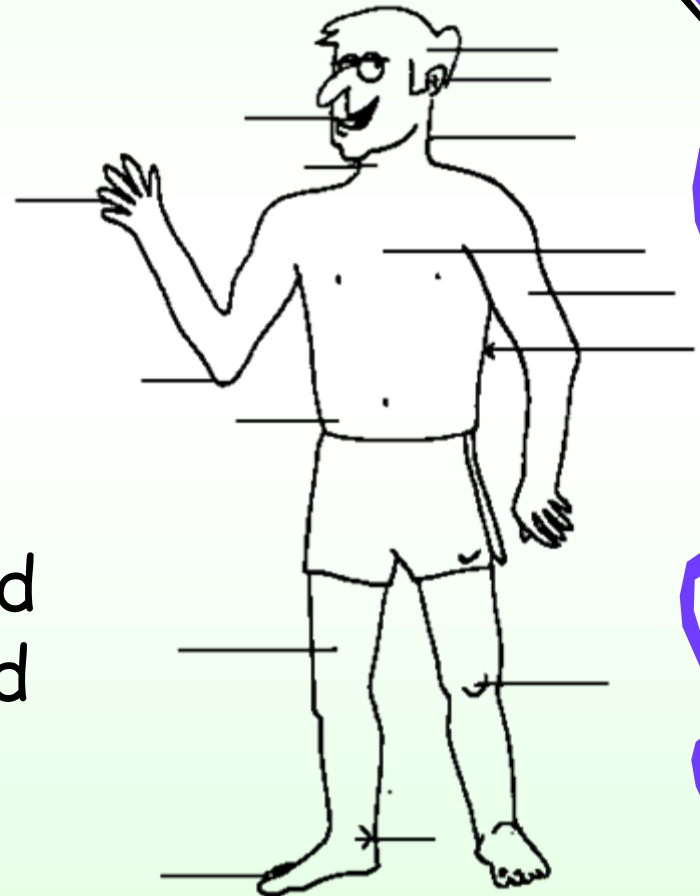
- Cooperative Learning
 - Groups of 3-4 students worked collaboratively to brainstorm and discuss all known names of body parts

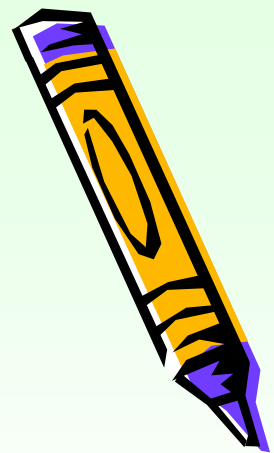


Implementation Methods

- Visuals

- Used "Body Parts" overhead as a visual aide to present new vocabulary words.
- Students listened and repeated as I pointed to each body part





Implementation Methods

- Demonstration and Movement
 - Students listened and watched while I called out and pointed to own parts of the body
 - Students repeated while pointing to own body parts.





Implementation Methods

- Game
 - "Body Parts Simon Says"
 - Explanation of Game Rules
 - Ex: "Simon says, "touch your knees" vs. "touch your knees"
 - Winner received price
 - Candy bar, applause, etc..



Learner Assessment Methods



- Observation of student movement in response to hearing the name of a body part
- Verbal assessment - students' verbal response as I pointed out body parts
- Written assessment - students completed "Body Parts" handout individually and turned it in at the end of class

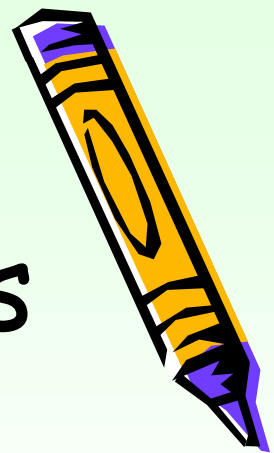




Results - Accomplishments

- Lesson objective was focused on a health-related life skill necessary for adults' everyday lives
- Incorporation of strategies engaged all language modes
 - Listening, speaking, reading, writing





Results - Accomplishments

- Students:
 - Demonstrated active participation in each of the activities
 - Displayed a high degree of interest in lesson being taught
 - Experienced active learning and visualization/organization through drawing





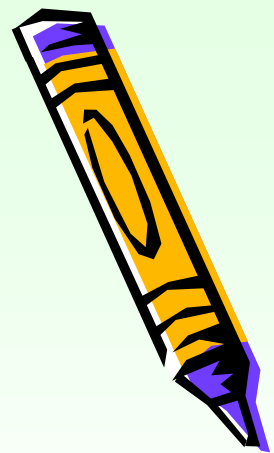
Results - Accomplishments

- Students (continued...)
 - Made new connections between external and internal stimuli for better retention through movement
 - Were more willing to 'experiment' with speaking English when placed in small groups
 - Displayed high degree of recognition and recall or learned material according to assessment



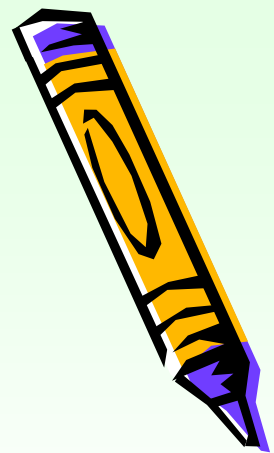
Results - Challenges

- Time at which class was conducted
 - This is an evening class (6:00 to 7:20 PM)
 - Students are usually tired from a long day at work or caring for their families
 - Decreased student concentration and motivation to learn.
- Unequal participation among students
 - Some students prefer the traditional lecture style of teaching
 - Reluctance to participate in games and activities involving movement



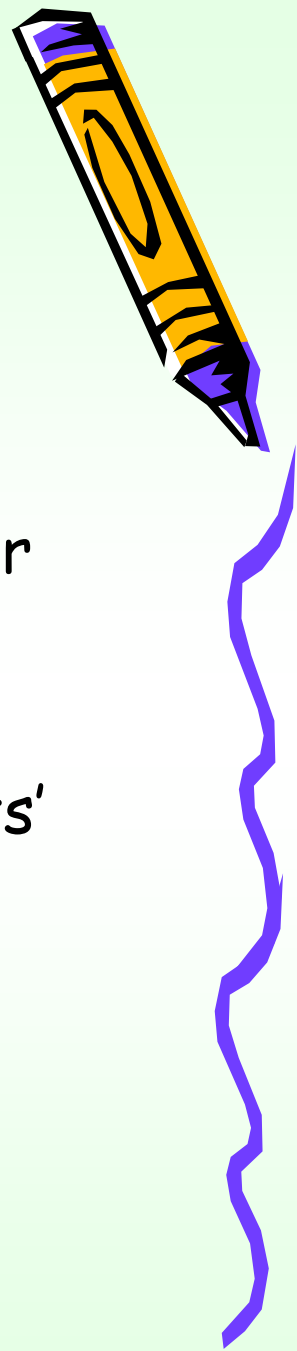
Results - Challenges

- Preference for certain activities
 - Participation varied according to level of interest:
 - Artistically inclined students enjoyed drawing more so than those who couldn't
 - Extroverted students enjoyed brainstorming and discussion more than shy/quiet ones
 - Students who are more kinesthetic were more eager to participate in movement activities and games than the rest
- Time allotted for lesson
 - The lesson felt 'rushed' as I tried to incorporate all of the activities and strategies into this hour and 20 minute session

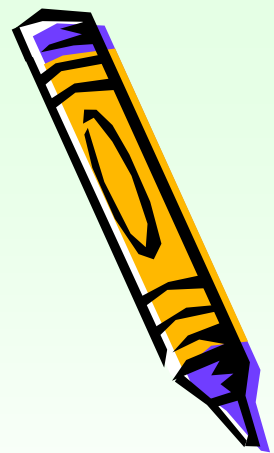


Overall Assessment of Implemented Strategies

- Strategies utilized were very appropriate for lesson objectives
- Various use of strategies addressed students' differing cognitive learning styles



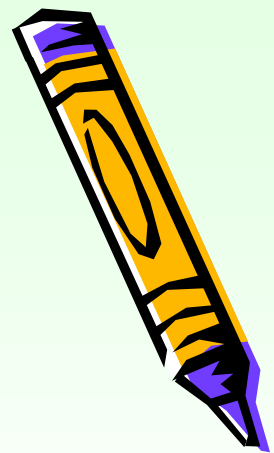
Impact of These Experiences on my Practice



- What I have Learned:
 - Students feel less self conscious and more comfortable communicating in small groups than responding to teacher's questions in front of the classroom.
 - Allowing students to decide who, how, and when they will participate instead of being volunteered or called out by the teacher creates a more positive learning experience



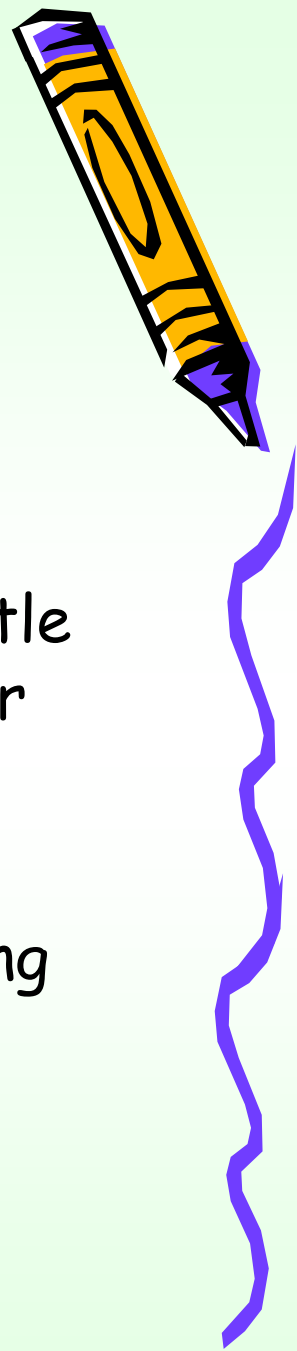
Impact of These Experiences on my Practice



- What I would do differently:
 - Instead of focusing entire lesson on memorizing a large number of body parts, work on application of a few at a time.
 - Perhaps explain a little bit of Adult Learning Theory to my students so that they may understand and accept the varied use of strategies
 - Find out ways to incorporate other learning strategies such as music, technology, and/or reciprocal teaching given the time allotted



Impact of These Experiences on my Practice



- My Final Thoughts and Feelings:
 - Class was fun, although at times I felt a little uneasy about asking adults to play a game or perform movements
 - Students seemed to enjoy themselves during learning process

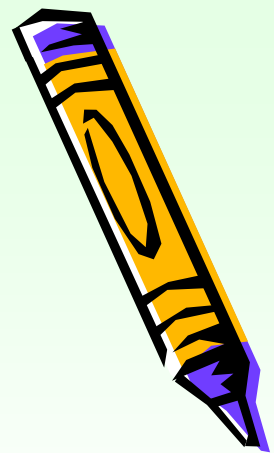


Materials

- Basic Body Parts handout
- Paper
- Pen or pencil
- Color pencils
- Markers



References



Gibbons, P. (2002). Chapter 7: Learning Language, Learning Through Language, and Learning about Language: Developing an Integrated Curriculum.

Tate, M. L., (2004). "Sit & Get" Won't Grow Dendrites. Corwin Press.

Wiggins, G. & McTighe, J. (1998). Backward Design. Understanding by Design. Association of Supervision and Curriculum Development.

