

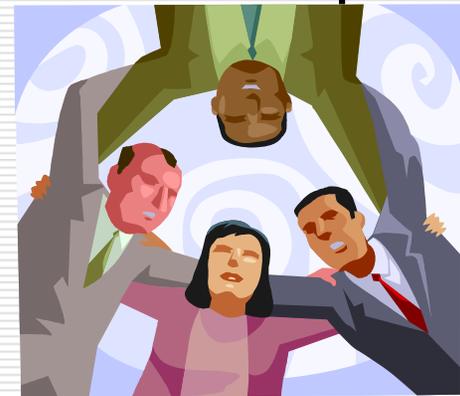
Winning strategies and techniques to enliven your classroom: motivating activities for progress and success!

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What is a Strategy?

- ❑ A Strategy is a long term plan of action designed to achieve a particular goal, most often “winning”. Strategy is differentiated from tactics or immediate actions with resources at hand by its nature of being extensively premeditated, and often practically rehearsed. Strategies are used to make the problem easier to understand and solve.
- ❑ A Technique is a procedure used to accomplish a specific activity or task.



Why do adults enroll in ESL classes?

Please, discuss in groups the most important reasons that stimulate the adults to enroll in ESL classes. What goals and needs do they have when they register in your ESL class?



Why do adults enroll in the ESL classes?

Some of the major motivating forces for the students to come to your class are:

- Survival
- Job Enhancement
- Education
- Social Interaction

Adult learners attend ESL classes because they choose to, not because they have to. If the class fails to satisfy the needs, goals and interests that have motivated them to come, they will simply stop coming!

Why do the students come to your ESL classes?

Maybe they need to improve their English right now to:

- Find a job
- Help their children in school, talk to their teachers
- Talk to the manager/boss
- Read the labels in the stores
- Make an appointment with the doctor
- Read the newspaper
- Find an apartment
- Order in a restaurant
- Write letters
- Go to college
- Talk with the lawyer
- Understand TV and movies
- Get the driver's license
- ?
- ?

How can you help your ESL students meet these needs and goals?

Some helpful strategies:

- ❑ Create a climate in the classroom that shows students that their first languages are valued and are important channels for learning
- ❑ Respect the students' attitudes about what "school" should be like, particularly, the amount of reading and writing should be involved
- ❑ Know your students, their culture, traditions and languages
- ❑ Establish the idea of community among the students
- ❑ Recognize cultural difference and diversity in your class

Intercultural Communication

What nationalities do you have in your ESL classes? What languages do your students speak? What countries are they coming from?



More about simple and powerful strategies...

- ❑ Be aware of stages of language development (“a silent period”)
- ❑ Make eye contact with your students to give them a sense of inclusion
- ❑ Create stress-free environment, encourage risk taking and respect for all students and their endeavors
- ❑ Use your sense of humor as means of lowering the anxiety, reducing tension and inducing a state of relaxed alertness, conditions that are optimal for second language acquisition
- ❑ Establish predictable routines in your teaching process. This helps students know how your lesson flows and minimizes confusion and discomfort that ESL learners may have

Why can routines be useful and supportive in your teaching process?

Establishing predictable routines in your teaching process helps students know how your lesson flows and minimizes confusion and discomfort that ESL learners may have.

(Krashen, Principles and Practice in Second Language Acquisition, 1982)

- Do you have any routines in your teaching process? What are they? Please, discuss them in your group.



Motivation is essential to success!

Are all students motivated in the same way? What is the teacher's role in a student's motivation? How can motivation be sustained?



How can our behavior directly influence our students' continuing motivation and participation?

- ❑ Goals and goal setting. The motivation is closely bound up with the person's desire to achieve a goal
- ❑ Long-term goals may include the mastery of English, the possibility of a better job in the future, etc.
- ❑ Short-term goals, on the other hand, are by their nature much closer to the student's day-to-day reality. It is much easier to focus on the end of the week than the end of the year
- ❑ If the teacher can help students in the achievement of short-term goals, this will have a significant effect on their motivation
- ❑ If the students continue to be intrinsically motivated, they clearly need to be interested both in the subject they are studying and in the activities and topics they are presented with. The teachers need to provide them with a variety of subjects and exercises to keep them engaged

What else can help your students feel progress and success?

- Give your students homework that can help the students monitor, organize, practice, activate and realize what was learned at your class today and how they acquired a new material
- Speak at a slower rate and articulate clearly, establishing clear word boundaries that can allow more time for processing information
- Use common vocabulary words that are more likely to be familiar to your students
- Use simplified, shorter sentences
- Allow “wait time” after asking a question. Phrase questions simply and give students time to process a question and formulate a response

What else can help your students feel progress and success?

- Use context clues. Provide realistic context in the presentation of the material. Picture stories promote better comprehension at the beginning level
- Teach your classes in a dynamic, enthusiastic and energetic way. Be very friendly. Interest is often generated by the teacher's performance. The students can be engaged by the energy and dedication of their teachers.
- Incorporate gestures, facial expressions, emotions, actions into your instruction
- Value and use every minute of your class! This is so important!
- Model desired action or have other students model the action (the dialogues, stories, etc)
- Employ Total Physical Response (TPR) techniques. Use these techniques in a pair work or group work

Total Physical Response

- Do you use Total Physical Response approach?
- Do you think that it works well and it has effective results?
- Work in groups and describe some of the activities, using TPR approach.



Picture Stories can be effectively used in improving your students' listening, speaking, reading and writing skills

Why do we use Picture Stories for beginning ESL students?

Picture stories

- ❑ Promote instructional strategies to engage learners. The students become actively involved in learning a new vocabulary
- ❑ Can be selected based on specific objectives for a specific lesson part
- ❑ Involve learner-centered and “real world” tasks
- ❑ Develop your students' listening skills
- ❑ Improve speaking skills in pair and group work
- ❑ Advance writing skills, for instance, in peer dictation activities

Picture Stories

- ❑ Help your students improve reading skills
- ❑ Engage students in pronunciation, vocabulary, grammar activities
- ❑ Encourage team work or cooperative group activities over extended period of time
- ❑ Make the learning process an enjoyable, dynamic, real and inspiring experience
- ❑ Involve simulation and role-play activities. Students “simulate” a real-life encounter (such as business meeting, an appointment with the doctor, a talk with the waiter/waitress in a restaurant, a check-in in a hotel, etc.)
 1. Reality of function: the students must not think of themselves as students, but as real participants in the situation.
 2. A simulated environment: the teacher says that the classroom is an airport check-in area or the classroom is a hospital or a dental clinic.
 3. Structure: students must see how the activity is constructed and they must be given clear instructions to carry out the simulation effectively

The Role of a Teacher in a Role-play activity

- ❑ Teachers should be good animators when asking students to produce language
- ❑ A successful role-play activity can be achieved by setting up an activity clearly and with enthusiasm
- ❑ Teachers ensure continuing student engagement and maintain a creative atmosphere
- ❑ Teachers may want to participate in a role-play activity themselves
- ❑ When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful, friendly and gentle correction may get students out of a difficult misunderstanding or hesitation
- ❑ A teacher strives to involve the students in the process as fully as possible

A Picture story about Walter and his health problems



The following strategies are really helpful:

Be very creative. Incorporate visual materials as much as you can. Use graphs, charts, newspaper and magazine pictures, video extracts, photographs, flash cards (bought in a store or made by you), posters, realia kits of life-like replicas of everyday life, etc.

The following strategies are really helpful:

Using realia in your ESL classroom:

1. Engages and addresses visual, aural, auditory, tactile and kinesthetic models of learning
2. Involves student-centered tasks
3. Is suitable and beneficial for multi-level classes
4. Fosters enthusiasm and reduces anxiety in ESL learners
5. Creates a high-interest learning environment
6. Stimulates students' involvement
7. Increases language retention
8. Facilitates better comprehension
9. Encourages students to start their own conversation, create dialogues and short stories
10. Helps build interesting activities in multi-level classes
11. Enlivens your classroom and brings your students into their everyday real life!

Choral Practice is a great tool in your ESL class!

- ❑ Repetitive choral readings, dialogues, songs and chants allow students to practice rhythm, structure of intonation, stress in addition to teaching them more vocabulary
- ❑ Choral practice engages every student's participation
- ❑ Reduces anxiety and stress, especially when a new vocabulary or a new grammar material is taught
- ❑ You can lead a choral practice in a dynamic and energetic way, which stimulates better participation and understanding of multi-level ESL students
- ❑ If you divide your class into 2 groups and make a choral work completely student-centered, you will see that the students can be confident in using their English speaking skills, they feel progress and success
- ❑ Choral practice can be performed in pairs, groups and in a multi-level class

Different roles of a teacher

- Controller
- Prompter
- Participant
- Resource
- Tutor
- Observer
- ?
- ?

Project-Based Learning (PBL)

- PBL is a systematic teaching method that engages learners in acquiring knowledge and skills through the inquiry process.
- PBL involves a group of learners taking on an issue close to their hearts, developing a response, and presenting the results to a wider audience.

Project-Based Learning (PBL)

Involves learner-centered, “real world” tasks

- ❑ Promotes instructional strategies to engage learners
- ❑ Is open-ended with more than one approach or answer
- ❑ Provides opportunity for the teacher to be a facilitator or coach
- ❑ Encourages team-work or cooperative group activities over extended period of time
- ❑ Allows multiple sources of information

Why Use Project-Based Learning?

- ❑ Engages all students in a process
- ❑ A role for every student, no matter how his/her skill level
- ❑ Multidisciplinary, doesn't restrict learning in one content area
- ❑ Builds interpersonal skills
- ❑ Involves the students in the process as fully as possible



Examples of PBL

- ❑ A full description of Santa Barbara State Preschools for the low-income Spanish speaking families
- ❑ The students compiled the list of emergence phone numbers (911, a local fire department, hospitals, medical centers, clinics)
- ❑ Advanced students interviewed their classmates about safety issues, how they travel to and from class. They wrote a report
- ❑ Intermediate students researched and wrote a list of different safety tips
- ❑ In a project about “Shopping and Money” we used K-Mart ads:
 1. Discussed and learned about the departments in a store using adjectives
 2. “Made purchases” and counted American money
 3. Read a store advertisement
 4. Identified types of clothing
 5. Described clothing and sizes

What Projects would you do in your class?

- Please, discuss and describe the projects that you can have in your ESL class. Are there are any topics your students are interested in and they can do a research and report their findings?



PBL and its Positive Effects

- ❑ Increase in learners' level of enthusiasm, motivation, and desire to research more deeply in the topic
- ❑ Increase in learner autonomy, self-efficiency, and awareness in their abilities to research and report findings
- ❑ For ESL learners, increase in proficiency to interact with others through conversation
- ❑ For K-12, increase in the factual content and problem-solving skills
- ❑ Increase in a sense of civic responsibility
- ❑ Integration of all four skills: speaking, reading, writing and listening
- ❑ Improvement in pronunciation, grammar and vocabulary building skills
- ❑ The students are involved in "real-life" tasks and they feel confident in their results, they are very proud of them

Discussion

- What did we learn today?
- What strategies and techniques will you use in your ESL class?
- Which ones did you like the most?
- What activities did you like the most?
- Please, work in groups and share your ideas with the audience.



Thank you!