



This is a graded discussion: 4 points possible

due -

Week 2 Discussion (1st post due by Wednesday)

7 57

This discussion runs from Monday to Sunday

Analyze the term *Instructional Techniques* and discuss with your classmates and instructor in this discussion board. This is an open discussion and your ideas are welcome. You can also "google" it and see what you find.

The purpose of this discussion topic is to explore and share ideas on what really works in a classroom. I am looking for new ideas and strategies for your ESL classroom. Often, we find great *activities* but are unsure what instructional techniques actually improve student learning.

For this discussion

- Describe 2 or more learning strategies that you would use in your classroom.
- If you found the idea on the internet, please cite your source.
- Do not repeat an idea that was already used by a classmate:)

Please complete your first post on the discussion board by Wednesday. You have the rest of the week (until Sunday) to respond to 2 classmates.



← Reply

○



<https://my.uclaextension.edu/courses/32520/users/146916>

Jan 26, 2021



I think of instructional techniques as the delivery systems for instruction and learning. They should be strategic, and provide the framework for activity units. Here are a few that I would use in my classroom:

1. Learning centers: I like using learning centers because they can be tailored to different learning styles and involve a variety of activities. For example, one center might involve

listening to an audio recording or watching a film clip, while another prompts that student to complete a writing task or worksheet.

2. Drama: when I worked in a 5th grade ESL classroom, we chose a new (short) play each week to “perform.” The beginning of the week would focus on learning new words and reviewing grammar, then progress to read-alouds and then finally a fun enactment of the play. It was a language-rich activity with the added benefit of fun and comedy!

← [Reply](#)



[Christina Westrem \(https://my.uclaextension.edu/courses/32520/users/162970\)](https://my.uclaextension.edu/courses/32520/users/162970)

Jan 26, 2021

Hi Colleen,

In your experience of using Language Centers, have you found your students always returning to the same learning style or do they independently try different styles? Or do you as the teacher move them to different styles? Or do you just let it free flow? I'm thinking about what the risk/benefit might be of each of the options I propose in the questions.

Drama is a great technique. Performing a new short play each week sounds like it would make the learning and teaching very fast-paced, but as you stated "language-rich with the added benefit of fun and comedy". May all teaching and learning have these added benefit! I realize the key word here is 'short' in describing the play. Do you find it hard to keep this going weekly?

← [Reply](#)



[Colleen Laurent \(https://my.uclaextension.edu/courses/32520/users/146916\)](https://my.uclaextension.edu/courses/32520/users/146916)

Jan 27, 2021

Hi Christina,

For language centers, I found it depends on how you structure them. Allowing students to choose their centers each time can definitely lead to sticking to their preferred activity. However, it's an easy fix if one of the requirements is to pick a new center each session. Something like a center check-off sheet can help with accountability.

Simplicity and brevity is definitely key if a new play is used each week (longer units would be fun too!). We used a collection of plays/Readers Theater (I believe by Scholastic) that were designed to be weekly units, and the kids really looked forward

to a new one each Monday. There are some great pre-built drama curriculums out there, so no need to reinvent the wheel!

[← Reply](#)



Christina Westrem (<https://my.uclaextension.edu/courses/32520/users/162970>)

Jan 27, 2021

Thanks Colleen!

I'll keep these techniques in mind.

Agree there's no need to reinvent the wheel! Just soooo much out there it's hard to know yet what works and what students like. Guess that comes with networking, trying some things, and time.

[← Reply](#)



Edris David (<https://my.uclaextension.edu/courses/32520/users/32108>)

Jan 26, 2021

Colleen,

Both of your strategies are great, but can really relate to the learning centers because they tackle a variety of learning styles. Centers are extremely engaging and kids enjoy them. Extension Alliance for Better Child Care (<https://childcare.extension.org/using-learning-centers-in-child-care/>) (<https://childcare.extension.org/using-learning-centers-in-child-care/>.) summarizes the benefits of learning centers as follows:

Advantages of Learning Centers

- Discipline problems are reduced because groups are limited to a number that can reasonably function in each area.
- Classroom management is easier since children are in the area of their choice and interest.
- Children are engaged in hands-on activities as they explore and experiment.
- Caregivers can support children by supplying the resources as they learn by themselves.
- Caregivers can determine, by observation, the progress of the children.

- Caregivers can easily determine what items need to be added to each area that will encourage children in further discovery.
- Children understand classroom rules more easily when they apply to specific areas.
- Each area contains only the essentials that allow children to control and create.
- The purpose of the area is clear and understandable to children.

← [Reply](#)



Robin Kremen (She/Her/Hers) (<https://my.uclaextension.edu/courses/32520/users/8339>)

Jan 31, 2021



Dear Edris,

Thank you so much for this thorough description of the benefits of learning centers. I can see that the centers allow for creativity and exploration while focusing the attention of young children. Thank you so much for the accompanying article on learning center. I look forward to hearing more from you as the semester progresses.

Robin

← [Reply](#)



Christina Westrem (<https://my.uclaextension.edu/courses/32520/users/162970>)

Jan 26, 2021



Instructional Techniques refers to the actions that a teacher implements in the classroom. From a brief internet search, it appears that some use the terms methods, techniques, strategies and approaches interchangeably, while others make clear distinctions of their meanings. In Techniques & Principles in Language Teaching, Larsen-Freeman and Anderson define the term method as “a coherent set of links between the actions of a teacher in the classroom and the thoughts that underline the actions”. They further state that the “actions are the techniques, and the thoughts are the principles”. As teachers, it is imperative that we reflect upon our actions from both a professional and a personal perspective. Professionally, we may review current science based research on a specific method or technique, while at a personal level we might meditate upon our own thoughts, attitudes and beliefs as they relate to

our teaching practices. It is crucial that we link the professional review with the personal review to eliminate our unsupported biases and to become successful teachers.

In my internet search, I came across the website, helpfulprofessor.com/teaching-strategies, titled 'A List of 107 Effective Teaching Strategies' by Chris Drew, PhD. Drew compiled the list because, as a trainee, he always hoped for 'a clear list of instructional strategies he could use as a reference for writing lesson plans'. In his list, he gives the name of the strategy, a brief description, benefits, challenges, theoretical links, and examples of specific actions the teacher can use in the classroom.

In reviewing the list, I found there are many wonderful ideas available. Play Based Learning is one of the techniques I find very appealing. With the increase of stress, anxiety, and tensions, play can offer students an opportunity to release some of these emotions and tensions at the same time as learning cognitive, social, and physical skills. Additionally, this is a strategy that can be used across all ages and stages of language acquisition. An example of this technique may be to have students use different colored manipulatives and allow either student led-play or teacher-led play by having students put the manipulatives in different color orders.

I also found the strategy of Authentic Learning appealing. In the program that I am doing in Mexico (if and when things open up again due to Covid-19), I envision using this strategy. The library where we teach is located in the central plaza immediately adjacent to the town market. It would be interesting to take the students on a "buying trip" to the market. There are many lessons and vocabulary that could be incorporated, such as counting money, colors, names of local fruits and vegetables, etc.

There are many interesting strategies available. I am not a teacher by profession, rather a registered nurse and property manager. When designing the curriculum for the program in Mexico, fortunately I had input from several talented people including an elementary teacher, my experiences assisting in various classroom and one-on-one settings, and 'life experience'. In reviewing this week's reading assignments, videos, and other sources, I realize how expansive the science and knowledge base is while, at the same time, realizing how much there is still to learn. Excited to learn more, expand my skill and knowledge base, and overcome any personal biases.

← [Reply](#)



Edris David (<https://my.uclaextension.edu/courses/32520/users/32108>)

Jan 26, 2021

Christina,

I have always taught middle and high school, and I forgot that playing in a Playschool playhouse or kitchen is called Play Based Learning. It is an easy and fun way to learn and

teach. Authentic Learning is a beast! I say beast because, in the world of schedules, curriculums, and testing, Authentic Learning is an effective and positive component often placed on the back burner. In the article, The Power of Authentic Learning by Lisa Stamps, she states, "When students are actively involved in planning and executing their own authentic learning experiences, the teacher's role becomes that of the primary support person—guiding students' thinking and gathering resources." How would many school districts respond to this concept?

← Reply



Christina Westrem (<https://my.uclaextension.edu/courses/32520/users/162970>)

Jan 28, 2021

Hi Edris,

Thanks for your input.

I also like the concept of Play Based Learning as it really can span all ages. Some people shy away from the notion because of their concepts about play. I actually saw this used by a ESL instructor with adults and it seemed to relax some adults and therefore become more engaged.

In regards to Authentic Learning, I really wasn't thinking about what administrators might think - I guess I was thinking about how it is good to link the learning to authentic everyday tasks and the like. Thanks for pointing out another perspective.

← Reply



Caitlin Flynn (<https://my.uclaextension.edu/courses/32520/users/135934>)

Jan 31, 2021

Hi Christina,

The link you provided with the 107 teaching strategies looks like a really great resource. Thanks for sharing it!

← Reply



Christina Westrem (<https://my.uclaextension.edu/courses/32520/users/162970>)

Jan 31, 2021

Thanks. It didn't in some ways seem as professional as some other sites but I found that it did give a lot of information in a very concise way. Have a great week!

[← Reply](#)



Karl Leitz (<https://my.uclaextension.edu/courses/32520/users/147612>)

Jan 31, 2021

Hi Christina,

Good find with the helpfulprofessor site. There is a lot of good information in the 107 Effective Teaching Strategies article. I've bookmarked the page, and will definitely be referring back to it.

Karl

[← Reply](#)



Christina Westrem (<https://my.uclaextension.edu/courses/32520/users/162970>)

Jan 31, 2021

Hi Karl,

Thanks. As I mentioned to Caitlin, it didn't seem like it was as professional as some sites but it does seem to have a lot of information in a concise format. May all stay well and have a great week!

[← Reply](#)



Robin Kremen (She/Her/Hers) (<https://my.uclaextension.edu/courses/32520/users/8339>)

Jan 31, 2021

Dear Christina,

Thank you so much for referring us to that wonderful article. I have copied it off the internet for future reference.

I love both of the strategies you have chosen, Play Based Learning and Authentic Learning, they both allow for student improvisation and creativity.

I am interested in teaching ESL in Mexico too and would love to hear more about how you found your placement there. Looking forward to learning more from you this semester.

Robin

[← Reply](#)[Edris David \(https://my.uclaextension.edu/courses/32520/users/32108\)](https://my.uclaextension.edu/courses/32520/users/32108)

Jan 26, 2021

I plan to use three strategies in the classroom: Jigsaw Listening, providing background information and objects or Realia and allowing time for pair share and table talks.

Jigsaw Listening is an activity that requires students to work in groups while constructing a set of directions in the correct order. Scholastic states, "The directions can be provided through pictures, in writing, by the teacher, or on audiotape." Also, Scholastic notes, "Each student then reads his or her direction as the others listen. Then students discuss the best way to put the directions in order." They complete lessons through a combination of listening and following each student's directions. I have firsthand experience with this technique while working in a history class. Students were required to discuss and arrange historical facts in the correct order.

Providing backing information and objects or Realia is another key ELS strategy. Scholastic states that teachers should "Bring in pictures or objects to help students understand key vocabulary and concepts prior to beginning a unit." I agree with using pictures and objects before the beginning of a unit, but I believe Realia and pictures should be used at the beginning of a unit and throughout the lessons.

Finally, pair share is an integral component of any classroom and should be incorporated into all lessons because it encourages communication or discussions.

Source: <https://www.scholastic.com/teachers/articles/teaching-content/teaching-english-language-learners-strategies-work/>

[← Reply](#)[Colleen Laurent \(https://my.uclaextension.edu/courses/32520/users/146916\)](https://my.uclaextension.edu/courses/32520/users/146916)

Jan 27, 2021

Hi Edris,

I hadn't heard of Jigsaw Listening before, and it sounds really interesting. I especially like that it requires a variety of skills (listening, reading, and speaking) in one activity, which is

always a nice bonus.

Isn't pair-share the best?! So simple, yet so effective!

← [Reply](#)



Pablo Gonzalez (<https://my.uclaextension.edu/courses/32520/users/21380>)

Jan 31, 2021

Hello Edris. Jigsaw Listening is a wonderful instructional technique that I never really considered before. Something as simple as following directions can be vital between doing something correctly or incorrectly and something that is overlooked. It reminds me of my middle school health class where the teacher handed everyone a worksheet and said, "This is a test. Read all the directions before you start." The worksheet had like 29 different silly things to do listed like "Draw a picture of a clown in the left margin" and "Write the name of the local baseball team at the bottom of the page." #30, the last item on the list said, "Thank you for following directions. Turn this paper over, write your name, and observe who isn't."

← [Reply](#)



WING SHA CHAN (<https://my.uclaextension.edu/courses/32520/users/160835>)

Jan 27, 2021

Sottolare et al. (2014) summarized five types of generalized instructional techniques including Error-sensitive Feedback, Master Learning, Adaptive Spacing and Repetition, Metacognitive Prompting, and Fading Worked Examples. I would use Adaptive Spacing and Repetition and Metacognitive Prompting techniques to facilitate learners' language development in the classroom.

Adaptive Spacing and Repetition promotes students' long-term memory on taught materials and knowledge. When the knowledge and materials are repetitively exposed to students for a long period of time, learners can recall them easily. On the other hand, metacognitive prompting encourages self-reflection, self-evaluation, and self-correction. Learners may be more willing to speak up after constructing their own mental model for speech production to accelerate learning progress.

Reference:

Sottolare, R. A., DeFalco, J. A., & Connor, J. (2014). A guide to instructional techniques, strategies and tactics to manage learner affect, engagement, and grit. *Design Recommendations for Intelligent Tutoring Systems, 2*, 7-33.

Edited by [WING SHA CHAN \(https://my.uclaextension.edu/courses/32520/users/160835\)](https://my.uclaextension.edu/courses/32520/users/160835) on Jan 31 at 5:36am

← [Reply](#)



[Pablo Gonzalez \(https://my.uclaextension.edu/courses/32520/users/21380\)](https://my.uclaextension.edu/courses/32520/users/21380)

Jan 31, 2021

Hello Isa. Both of these instructional techniques, Adaptive Spacing and Repetition and Metacognitive Prompting, are very interesting because they offer two different approaches to building knowledge. It really creates this question on which way you want to approach knowledge acquisition, whether through long-term exposure through Adaptive Spacing and Repetition or designing your teaching so that students create knowledge by themselves through Metacognitive Prompting. Thank you for this resource!

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222)

Jan 27, 2021

As an English learner, this topic was interesting to me, and it reminded me of my English studying process. I thought of the two best strategies: Memorizing Scripts and Reading Novels.

Memorizing Scripts – In my case, memorizing the whole script of one episode of sitcoms was the best way to learn English, and I always recommend this method to English learners. Because language is a series of conversations, memorizing the entire conversation is the most efficient way to acquire a natural feeling of a language, and lines of sitcoms are full of natural conversations. Especially scripts of <Friends> are the best, I think, and there are several reasons.

First, one episode is about 20minutes. It is easy to memorize because it is short. If someone wants to memorize scripts of soap operas or movies, that is still ok but not good. If a script is too long, it is hard to memorize and someone may quit in the middle. Second, it is funny. Learners must read it repeatedly to memorize a whole script. If a story is boring, it is hard to read it again and again. So, fun is the key, and episodes of <Friends> are generally entertaining. Another reason is that it is practical. If someone wants to memorize a script of

<The Big Bang Theory>, it is not the best idea because there are tons of professional jargon of physics which are almost useless for general people. Lines of <Friends>, on the other hand, are practical English that is used in our daily lives. The last reason is that it consists of typical American English. Language as a social promise is to communicate with others, and language learners should learn typical English that is broadly used for a correct communication. For these reasons, I think memorizing scripts of <Friends> is an effective way for English acquisition. (I know <Friends> is a show 30 years ago, but we still use English used in <Friends> except for some words like pagers.)

Reading Novels – Stories make language vivid and memorable. Fun novels like Harry Potter series are not only enjoyable but also educational for English learners. If memorizing scripts helps listen and speak, reading fictions is useful to enhance reading and writing skills. It teaches correct grammar and sentence structure naturally and makes readers acquire these factors unconsciously by just reading interesting stories. Picking an exciting book so that no one can quit in the middle is a key to this strategy.

Edited by [Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222) on Feb 3 at 11:21am

← [Reply](#)



[WING SHA CHAN \(https://my.uclaextension.edu/courses/32520/users/160835\)](https://my.uclaextension.edu/courses/32520/users/160835)

Jan 31, 2021

Hi Yoon-Jung

These are good strategies from the learners' point of view, but I'm not sure how teachers can motivate students by asking them to read novels. Any thoughts?

Isa

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222)

Feb 3, 2021

Hi Isa, thanks for asking. I think funny storytelling makes kids love reading books. When I tell stories to kids, I always use exaggerated facial expressions, gestures, and actions like a standup comedian. I believe it creates good memories about reading to children, and it helps them read books.

If learners are older than 7 years old, the key is choosing a funny and easy book, so students can keep reading. Picking a mystery novel (not too scary) could be an option because they cannot stop reading until they find out who is a criminal.

[← Reply](#)



Karl Leitz (<https://my.uclaextension.edu/courses/32520/users/147612>)

Jan 31, 2021

Hi Yoon-Jung,

I like your strategy of Memorizing Scripts from tv shows. I know I can recite dialog from some of my favorite American tv shows by memory. I am currently trying to learn Japanese for myself, so I might find some new favorite Japanese sitcoms, and try this strategy.

Karl

[← Reply](#)



Christina Westrem (<https://my.uclaextension.edu/courses/32520/users/162970>)

Jan 31, 2021

Hi Karl,

I think advertisements are a great way, too. Often they are catchy phrases or basically short songs! Even now I remember the words to "Oh, I wish I were an Oscar Meyer Weiner..." or "I'd like to teach the world to sing...", the Coca Cola ad. There are many of these, sometimes they are generational, but they sometimes get revived because they are such successful ads.

[← Reply](#)



Yoon-Jung Cho (<https://my.uclaextension.edu/courses/32520/users/151222>)

Feb 3, 2021

Hi Karl, I agree with Christina. I think commercials will be useful, and I also may use commercials to learn English. I hope your Japanese studying will be successful!

[← Reply](#)



Christina Westrem (<https://my.uclaextension.edu/courses/32520/users/162970>)

Jan 31, 2021

Hi Yoon-Jung,

I know that when I was learning my second language (Spanish), I would take out of the library children's books in Spanish. Back then, no internet and not too many foreign language books. I would read them and any words I did not know I would write them down and keep reading. Sometimes I had an idea of the meaning from pictures or context. Later I would look up the words in the dictionary and then ask a Spanish speaking friend for the proper pronunciation. For students who have this learning style I think it is a great way to expand vocabulary, reading comprehension and makes the language alive. Thanks.

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222)

Feb 3, 2021

Hi Christina, thanks for adding the details I missed. I will apply your methods to learn English. I used to check a dictionary right away when I had words I did not know, and I did not think about the meaning of words.

"Sometimes I had an idea of the meaning from pictures or context." I think this is the key to language acquisition, trying to guess the meaning by myself. Thanks for sharing your experience!

← [Reply](#)



[Caitlin Flynn \(https://my.uclaextension.edu/courses/32520/users/135934\)](https://my.uclaextension.edu/courses/32520/users/135934)

Jan 27, 2021

Instructional Techniques are the strategies or methods that instructors use to help students achieve their learning goals and become better and more independent learners. There are a lot of different strategies that have advantages and disadvantages based on the type of information and age of the students. While an instructional technique such as lectures might work well for older and advanced students taking a course to gain fact-based information such as American History it's probably not going to be a good technique to use for younger students, beginners, or for a course intended to improve communication and interaction - such as learning English.

One learning strategy I think would work well, particularly for younger ages, is using songs and songs paired with movement. Children's songs like "head, shoulders, knees, and toes" help to

reinforce the vocabulary words and what they mean by pairing them with a significant movements to reinforce the meaning. In older students learning pop songs can help with pronunciation and vocabulary as well as bringing in cultural aspects that students will enjoy. Because pop songs use a lot of repetition they can be helpful in reinforcing specific phrases or grammar structures.

Another learning strategy that might be useful in an English language classroom is role-play activities. For beginners these can have a very clear script with only a few words being replaced by the students. As they advance the role-play can become looser and allow for more improvisation from the students as they become more comfortable.

← [Reply](#)



[Colleen Laurent \(https://my.uclaextension.edu/courses/32520/users/146916\)](https://my.uclaextension.edu/courses/32520/users/146916)

Jan 28, 2021

As someone with a terrible singing voice, using songs in the classroom is something I have always avoided at all costs (haha)!! However, I'm working on moving past my avoidance of this teaching tool, because I know what a great strategy it can be. There are so many great music resources out there, and I would definitely like to become more comfortable implementing them.

← [Reply](#)



[Valerie Smith \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/150889\)](https://my.uclaextension.edu/courses/32520/users/150889)

Jan 31, 2021

Your ideas about role playing work for all ages! This especially helps learners who may be hesitant that they do "know" the correct answer - the script gives them the practice without the worry of getting it wrong.

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32520/users/147480\)](https://my.uclaextension.edu/courses/32520/users/147480)

Jan 31, 2021

Hi Caitlin!

I love that you mention role play activities as a useful instructional technique. In fact, the lessons that stick with me throughout life are the ones where the teacher placed students

in roles. Three come to mind: role-playing communism experience, congress, and racism.

I learned so much about history, language, and points of views. They affected me emotionally. I definitely wouldn't remember any of this if I just read them from textbooks.

← [Reply](#)



<https://my.uclaextension.edu/courses/32520/users/146949>

Jan 27, 2021

Some learning strategies I use in the classroom that work for me are:

1. Cooperative groups - I group students in fours and they work together for a month. Each month is a new theme and students come up with a name for their group related to the theme. It is great when we are learning something new and they huddle and come up with all the ideas they can think of on the subject before we even begin a lesson. Each group gets assigned leader (1), writer (2), speaker (3) and mediator (4). Those positions change daily so everyone in the group gets a turn to do all the jobs. It brings students together, teaches cooperation, and it also allows me to assess how students are doing.

2. KWL Charts - 'What students Know, what they Want to know and what they Learned'. I would write these on the board and separate them with three columns. The first and second column happen at the beginning of a lesson and the last is at the end of the lesson. This gets students interested in the topic and learning from each other's ideas. It helps to activate prior knowledge and monitor what students learned from the lesson. They are really effective in helping to recall, engage students and assess their progress. You can use these charts for any lesson.

← [Reply](#)



<https://my.uclaextension.edu/courses/32520/users/150435>

Jan 28, 2021

Hi Lisa,

I love your Cooperative Groups teaching strategy! I wish my teachers would have thought of something so inventive. Have you tried this in an ESL class? I imagine something like this would work well on so many levels.

← [Reply](#)



Yoon-Jung Cho (<https://my.uclaextension.edu/courses/32520/users/151222>)

Jan 30, 2021

Hi Lisa, your strategies already have details so I think you can use them right away. These strategies will be useful not only for ESL but also for other various classes. Thank you for sharing your ideas!

← [Reply](#)



Valerie Smith (She/Her/Hers) (<https://my.uclaextension.edu/courses/32520/users/150889>)

Jan 31, 2021

I use KWL charts with my college freshman writing courses as a way to dig into academic articles. I think the KWL would work amazingly in an ESL classroom and promotes critical thinking along with league learning.

← [Reply](#)



Robin Kremen (She/Her/Hers) (<https://my.uclaextension.edu/courses/32520/users/8339>)

Jan 27, 2021

Instructional strategies are the methods an instructor employs to aid students with their understanding of course materials. These strategies enhance instruction, making learning more engaging and effective, and encouraging students to take an active role in their education. Instructional strategies motivate students by increasing their attentiveness and involvement, encouraging them to focus not only on remembering course material, but truly understanding it. The use of instructional strategies also allows instructors to go beyond the goal of subject comprehension, to the creation of independent and intensional learners. With practice, students exposed to instructional strategies will be able to select effective methods on their own, using them successfully to complete exercises, assignments, and projects.

1) Flipped Classroom, An Active Learning Strategy

I am interested in employing the “Flipped Classroom” in my teaching practice. The “Flipped Classroom” is an active learning instructional technique. With this method, students view the lecture before they come to class. This allows the time in class to be more dynamic and interactive. I will provide my students with a verbally and visually rich, PowerPoint presentation to watch prior to class. I will use class time to engage students in learning activities that further their comprehension and mastery of the lesson. This method allows students to review and

learn concepts on their own, coming to class with exposure to the material. Collaborative discussions, presentations, and tasks with their peers in class will effectively reinforced and enrich their understanding of the material.

2) Grade As You Go, An Assessment-Based Strategy

Assessment based strategies employ informal checks of student progress, asking students to demonstrate what they have learned in a written or oral fashion. Focusing on the evaluation of the concept which is most important in a classroom lesson is essential. Students work on assignments, checking and marking their work. The “Grade As You Go” technique is excellent for content that involves repetition and memorization. This method is motivational and allows students to gauge their level of comprehension. It also allows students to identify mistakes and make corrections in a timely fashion, so they can respond correctly to subsequent questions. By the time the “Grade As You Go” exercise is completed, the class will have gained a mastery of the material and will be ready to progress to the next concept or skill.

Source Material:

Instructional Strategies: The Ultimate Guide

Christine Persaud

October 12, 2018

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32520/users/146949\)](https://my.uclaextension.edu/courses/32520/users/146949)

Jan 30, 2021

Hi Robin,

I like the technique of 'Grade As You Go'. I think it takes pressure off of students and makes them feel more relaxed in the learning process. Most students get too stressed when it comes to exams or formal tests and then freeze up. This evaluation method actually gauges as they go which is definitely more motivational and enhances learning. In addition, corrections from mistakes are made instantaneously instead of waiting a week to get a graded test back.

I am not sure about the 'Flipped Classroom'. I think it will work with a high level class that is motivated but most students would not be interested in teaching themselves before the lecture. Perhaps, with most, if they had an incentive to learn on their own before coming to class, it would motivate them.

← [Reply](#)



WING SHA CHAN (<https://my.uclaextension.edu/courses/32520/users/160835>)

Jan 31, 2021

Hi Robin

I love the idea of the "flipped classroom". Though students are willing to learn before class, I am afraid not all English learners are able to understand the teaching materials before class. They may be even demotivated for this difficult task.

Isa

← [Reply](#)



Caitlin Flynn (<https://my.uclaextension.edu/courses/32520/users/135934>)

Jan 31, 2021

Hi Robin,

I've heard of the flipped classroom briefly before and it sounds like a really interesting approach to learning. I've been looking into how to approach it and I like your idea of dynamic power points to introduce the information.

← [Reply](#)



Russell Fung (He/Him/His) (<https://my.uclaextension.edu/courses/32520/users/147480>)

Jan 31, 2021

Hi Robin!

I have never heard of the "flipped classroom" before. Is that a method used in high schools and colleges? I could just google this, I'm sure. It's very interesting to have students go through lecture on their own first. As I'm open-minded about this approach, I can see the benefits. Class time would be used more wisely. I find it easier if I just have the entire lecture in front of me to read, than to listen to a teacher or professor speak to a whole class. Very interesting.

"Grade as you go" is also new to me. When I googled it, I realized that it's an idea that I've already had for teaching. I like the idea of students correcting their mistakes and then getting new grades. I like the continued engagement with their assignments, learning, and

grades. It feels like a whole ecosystem designed to help people succeed. Thank you for sharing all of that!

← [Reply](#)



[Karl Leitz \(https://my.uclaextension.edu/courses/32520/users/147612\)](https://my.uclaextension.edu/courses/32520/users/147612)

Jan 27, 2021

Instructional Techniques are the methods teachers use to help students to absorb the lessons. Effective Instructional Techniques motivate students to learn, organizes information in the best way for understanding and retention, and monitors the students to assess their learning. Two Instructional Techniques I would like to explore are Total Physical Response, and Displaying Visuals and Realia.

Total Physical Response is the combination of using language and physical actions to engage students in the learning process. Students listen and respond in a physical manner. This is a great technique if the student is at a beginner level, as the responses are nonverbal. Learning about body parts can be done by playing Simon Says: “touch your nose” or “stomp your feet”. Learning shapes can be done by walking in a circle or walking in a square. Can you walk in a triangle?

Displaying Visuals and Realia is one of the best ways to give a relatable reference to English language learners. Photographs, drawings and maps can be universally recognized, and can act as a Rosetta Stone for connecting with ELLs. Realia or actual objects can be used. If teaching about trees and plants, photos are good, but actual bark, twigs and pinecones are better. Touch it, feel it, scratch it, smell it. The more senses that are engaged, the easier it will be to remember.

Source: Jackie Hostetler’s article Rock Your World: 5 ESL Teaching Methods You’ll Turn to Over and Over Again on [fluentu.com](https://www.fluentu.com/blog/educator-english/esl-teaching-methods/) <https://www.fluentu.com/blog/educator-english/esl-teaching-methods/>

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[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222)

Jan 30, 2021

Hi Karl, I think your strategies are great, especially Total Physical Response. I have never thought of using physical actions before, but it would be helpful particularly when we teach kids or beginner-level students as you said. Thank you for your good ideas!

[← Reply](#)[Pablo Gonzalez \(https://my.uclaextension.edu/courses/32520/users/21380\)](https://my.uclaextension.edu/courses/32520/users/21380)

Jan 27, 2021

Language-Rich Environment: Creating a language rich environment is extremely helping in building English proficiency. In a traditional classroom, you can create this by providing word walls, anchor charts, and labeling items throughout the classroom. One effective strategy I witnessed in a classroom was the teacher provided a set of words cards for students on the wall. They were different categories for students to choose from (Nouns, Verbs, Adjectives, Adverbs, High-Frequency Words, etc.). Each set of words were hole punched, placed on a keyring, and hung on a hook and students had access to them whenever they needed them.

Instructional Conversations: This strategy uses open-ended questions in order to engage students into development their oral language skills. This strategy is great because you can use it in whole group, small group, and one-on-one settings. Modeling this strategy for students and then having them engage in conversations in small groups or pairs will allow you as the teacher to walk among the students and assess their level of mastery while you listen in while they engage with their partner or if you decide to work with a student one-on-one and rotate partners.

[← Reply](#)[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32520/users/147480\)](https://my.uclaextension.edu/courses/32520/users/147480)

Jan 27, 2021

Instructional Techniques to me are tricks and strategies that teachers use to help a student learn. It's the application of packaging and distributing information so that a student could download and install into their skillset and knowledge base. Sounds a bit technical, but also an art. There are many things a teacher could do to teach cooking, sports, math, etc. In the case of English-language learning (or rather, any secondary language), instructional techniques encompass specific tasks to reach goals. Part of that is understanding a student's learning style. Some people are strong learners with visuals, audio, music, physical manipulation of objects, logic-based activities, and social interaction.

One learning strategy I would use in my classroom is music. That's #1 for me. I can learn words and phrases through songs. I may not understand what they're saying, but with melody, I can remember better. Without as much effort, I learn pronunciation, tone, and context. Plus

it's fun. It feels good to learn this way. Adding a vocabulary lesson to supplement the song would make the whole learning experience a fully productive one. Therefore, as a teacher, I would definitely make this a part of my repertoire.

Another learning strategy would be scene reenactments. This encourages class participation. On so many levels, it touches on teamwork, physical movement, visuals, audio, and problem solving. First, I'd show a clip of a dialogue scene. Then I'd pass out scripts. The goal is to mimic and play the scene out. Improvisation would be encouraged later, as students get the hang of playing the scenes straight. Bonus would be to have students reenact songs, but I wouldn't do that in the beginning. I don't want to scare people.

← [Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32520/users/150435\)](https://my.uclaextension.edu/courses/32520/users/150435)

Jan 28, 2021

Hi Russell,

You are spot on with using music as a teaching strategy. I have had students who struggled with the English language and would ask to learn piano songs to sing to improve their language skills. Holiday songs are always a hit with my students. I encourage them to play Jingle Bells or whatever they chose and perform for their families and encourage all to sing along.

I love your scene reenactment idea. Does that stem from your Warner Brothers background?

← [Reply](#)



[Christina Westrem \(https://my.uclaextension.edu/courses/32520/users/162970\)](https://my.uclaextension.edu/courses/32520/users/162970)

Jan 28, 2021

Hi Russell,

I definitely like the idea of using music in the classroom, but I, too, as someone previously mentioned, will have to get over my fear of singing in public. There are even some who call music the universal language. In my experience, I have found many ELL that know many English songs, but have no idea what the words actually mean. It therefore provides an open door to vocabulary discovery that is sparked by the student's interest. Have you had a chance to try this? Would love to hear of any experience with this.

← [Reply](#)



[Kris Lambert \(https://my.uclaextension.edu/courses/32520/users/438\)](https://my.uclaextension.edu/courses/32520/users/438)

Jan 29, 2021

Hi Russell, I am a huge fan of using songs to teach. Why not have fun while learning!

[← Reply](#)



[Robin Kremen \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/8339\)](https://my.uclaextension.edu/courses/32520/users/8339)

Jan 31, 2021

Der Russell,

I have used song lyrics in my ESL classes at the Central Library to study English vocabulary and reference American culture. Using music to motivate students is a great idea.

Robin

[← Reply](#)



[Valerie Smith \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/150889\)](https://my.uclaextension.edu/courses/32520/users/150889)

Jan 28, 2021

Instructional Techniques are approaches or strategies to teaching. I haven't read any of the posts, so I hope not to repeat any strategies.

One learning strategy I use in my classroom is peer collaboration. I find this approach works well with most students and gives students who may be struggling an opportunity to engage with peers.

Another strategy I use in the classroom is blogging or journaling. In the online format, I transform the discussion board into a blog format, or students can choose to create an outside blog and post a link. This allows students to engage with the outside world if they choose and practice writing and communication skills.

[← Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32520/users/150435\)](https://my.uclaextension.edu/courses/32520/users/150435)

Jan 28, 2021

Student interviews and making time for journaling are two strategies I will use in the classroom.

I am not a traditional teacher with a classroom of children; instead, I teach private music lessons one on one. Over the years, I have found that most children like to talk about themselves, whether that dialogue is in a " formal" interview or a casual conversation. Before each lesson, I ask what the best part of their day has been, which part of the last class they enjoyed the most, or what they did in school for fun. This conversation allows me insight into which direction the current lesson will take. I can see how interviews would be a fun and engaging activity in the classroom.

Journaling is a creative avenue to let go of stress. A diary helps children organize their thoughts in a way that is not structured. Some children thrive from drawing outside the lines. I found with my children that writing allowed them to decompress from a rigorous school day. They became more confident and creative in their writing skills.

Here is a source I used to start my brain on the subject of teaching techniques.

<https://www.prodigygame.com/main-en/blog/differentiated-instruction-strategies-examples-download>

← [Reply](#)



[Christina Westrem \(https://my.uclaextension.edu/courses/32520/users/162970\)](https://my.uclaextension.edu/courses/32520/users/162970)

Jan 28, 2021

Hi Melinda,

Really like your idea of student interview before the lesson. There are many people, not just children, that want to be heard or feel that someone hears them. This would allow for that space and allow you more insight as you mentioned. I also think it may trigger a more mindful presence by the student in the lesson by putting aside the rest of what is going on in their day. Have you found the students to be more present and engaged by using this technique?

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32520/users/146949\)](https://my.uclaextension.edu/courses/32520/users/146949)

Jan 30, 2021

Hi Melinda,

I am a big proponent of journaling. Every morning in my kindergarten class I would put a fun question on the board for the students to answer in their journals. They would write out the question and then answer it in 1-2 sentences. For ESL learners, they started with just a picture and eventually words and then sentences. As the year progressed, the writing developed immensely. When students have a reason and purpose for writing, they work harder at it.

Edited by [Lisa Bradbury \(https://my.uclaextension.edu/courses/32520/users/146949\)](https://my.uclaextension.edu/courses/32520/users/146949) on Jan 30 at 11:51am

← [Reply](#)



[Robin Kremen \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/8339\)](https://my.uclaextension.edu/courses/32520/users/8339)

Jan 31, 2021

Dear Melinda,

I love your use of the icebreaker questions at the beginning of your private lessons with the children. I am sure that they are effective in fostering a relationship with them and opening them up to the wonderful possibility of learning.

Journalling is a great idea for adult ESL students. I have recommended it to my students to keep them actively learning when they are not in the classroom or doing homework. I encourage them to jot words, phrases, and observations down. To record their daily efforts with English language acquisition.

I'll look forward to learning more from you this semester.

Robin

← [Reply](#)



[Kris Lambert \(https://my.uclaextension.edu/courses/32520/users/438\)](https://my.uclaextension.edu/courses/32520/users/438)

Jan 29, 2021

Fantastic strategies and ways to make learning fun and memorable.

Please take the time to save what you might use in the future. I get it... You THINK you will remember! Trust me... that is not always the case. I have a notebook of ideas that I am constantly adding to. For me, I like the notebook because I can keep it on my desk and look through it whenever I am at a loss for a new creative idea.

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32520/users/146949\)](https://my.uclaextension.edu/courses/32520/users/146949)

Jan 30, 2021

Great idea! :)

[← Reply](#)



[Xin He \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/162484\)](https://my.uclaextension.edu/courses/32520/users/162484)

Feb 1, 2021

I have no experience of teaching. So I will share the strategies that my teachers used with me when I was growing up.

1). Tell stories related to the topic needed. Be specific, before class we can tell some stories related to the topic to be taught in the class to keep the students interested. The story can be your personal story, or it can be a story you read from a book. But the most important point is it must be interesting, can attract children's attention. This is more applicable to younger students. Because the younger you are, the harder it is for you to concentrate.

2). Say important concepts more than once. This will let the students know what the main point of the lesson is and it will impress on their mind.

3) Here are some learning strategies I find from the internet. You can search the details from "baidu". The Audio-Lingual Method; The Cognitive Approach; The Balanced Activities Approach; The Situational Method; The Nature Approach; The Heuristic Method and so on.

[← Reply](#)



[Karl Leitz \(https://my.uclaextension.edu/courses/32520/users/147612\)](https://my.uclaextension.edu/courses/32520/users/147612)

Feb 1, 2021

Hi Xin He,

I like your strategy of telling stories in class. Telling stories is so helpful in giving context to a lesson. I remember that all of my favorite teachers were also great story tellers.

Karl

[← Reply](#)