

Reflection 3



Description of the Strategy: My strategy was Idiom Match-Up. Idioms are so freely used in America and I don't think that we notice how much they don't make sense to the EL's. The strategy that I chose is designed to help EL's learn and understand our idioms that we use every day. It only takes about an hour and a half, usually a lot faster, to create. All that you need for this strategy is a list of English idioms that you may commonly hear, some cardboard or tag board, note cards, and some marking pens. First, before you start the game, you have the students record the idioms down in a notebook so that they have them for later. You then bring out a game board, that you previously created at home with the cardboard, and have them play an idiom matchup game. The cardboard is divided into 2" X 2" squares with the marking pen. In each square you write either the idiom itself or the meaning of the idiom in each of the squares. You give the kids 2" X 2" game cards made out of tag board or note cards with the opposite of whatever idioms and meanings you wrote on the board. You would put the kids in pairs, to lower the affective filter, and ask them to match the meaning to the idiom. When they match up the meaning to the idiom with their card on the board they have to act out the literal meaning of the idiom. (e.g., a person shaking their leg for the expression "shake a leg") It will help them remember the meaning and the idiom. Kids could also share idioms from their own languages to add to the board to teach the other kids in the class something from their native languages. Examples of idiom/meaning pairs could be: FREEZE! AND Do Not Move, He's off the wall AND He behaves strangely, She's over the top AND Her actions go beyond what people expect, etc.

Discussion of Language Acquisition Theory: Krashen's theory of the affective filter is touched on in this strategy. By working together, making it a game, and acting it out in silly ways, the students are probably going to feel more comfortable and, therefore, less anxious, which will lower the affective filter and let them absorb more information that they would have by reading about idioms. By succeeding in learning and understanding the idioms they will have more self confidence and that will also lower the affective filter. Another Language Acquisition Theory that supports this strategy is the Acquisition Learning Hypothesis. It says that when a student acquires a language they are "picking up" this second language and are not aware that they are acquiring as they do so. With the strategy in game form, the students may not realize that they are picking up the English language by just playing a game with their friends. They have fun, and all the while, they're acquiring the idioms to use and understand from then on. Grammar is avoided in this game. Silly sayings that we say all the time are used. Conscious rule learning doesn't promote acquisition, so we don't focus on the form, just the meaning. In the game, errors won't be held against the kids. We just want them to understand what the idioms mean so that when they hear them, they can understand what it means and they can later use them in communication.

yes good

How the Strategy Works to Support Learning: I think this strategy is perfect to support learning. By making it a game, pairing kids up to work together, and letting EL's share idioms from their own native languages, it completely lowers the affective filter and while they're not so anxious they are able to absorb more and not block as much out. Idioms are a very important way of communication in America. We use them all the time without thinking about it and in other languages, they may not translate the same and that may complete confuse EL's. The strategy being a game makes it a more memorable event then reading about idioms in a book. I don't remember almost anything that I read about in school but I do remember all of the games and events we participated in. This strategy helps them retain what they learned. Also, the acting out helps them connect what they may not have been able to by just reading or matching. ✓

well done!

6