

**Andrews University
School of Education
in Cooperation with
Columbia Union College**

**EDUC 680: Current Trends in Pedagogy and ESL
Summer 2000**

Instructors	Phone	e-mail	Hours
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Description: *Current Trends in Pedagogy and ESL* is an examination of trends in modern pedagogy in general and English second language instruction in particular. Emphasis is given to:

- 1) identifying characteristics of ESL students and assessing their needs;
- 2) evaluating pedagogical issues with ESL students;
- 3) implementing pedagogical strategies which can positively impact ESL students; and
- 4) creating and maintaining an appropriate learning climate – management and discipline.

Prerequisites: Permission of the Instructors.

Dates: Mondays through Fridays, July 3-14, 2000

Time: 8:00 a.m. - 12:30 p.m.

Location: Wilkinson Hall 424

Textbooks: Required: Saphier, Jon and Gower, Robert. *The Skillful Teacher: Building Your Teaching Skills*. 5th edition. Acton, MA: Research For Better Teaching, Inc. 1997.

Recommended: Kagan, Spencer. *Cooperative Learning*. San Clemente, CA: Kagan, 1994.

Knowledge/Research Base

The mission of the School of Education is to serve an international clientele, preparing educators for excellence in thinking, teaching, service and research. As companions in learning, students and faculty are committed to global Christian service. The mission is succinctly captured in the phrase “**Educar Es Redimir**” (to educate is to redeem) through the harmonious development of students for service. This mission is expressed through six knowledge bases that reflect the ideal development for all graduates of the School of Education. They are as follows:

- ▶ **World View** - addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise.
- ▶ **Human Growth and Change** - addresses principles of growth, development and learning, and the use of these principles to effect positive change.
- ▶ **Groups, Leadership, and Change** - addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.
- ▶ **Communication and Technology** - addresses oral, written, intrapersonal and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances interaction and learning.
- ▶ **Research and Evaluation** - addresses valuing and conducting disciplined inquiry for decision-making.
- ▶ **Personal and Professional Growth** - addresses commitment to holistic personal and professional growth.

The mission of teacher education, based on the overall mission of the School of Education, is to prepare competent, compassionate, confident, Christian teachers for service. The mission is expressed by another knowledge base of knowing what to do and how to do it within the content areas. Principles of Scripture, which promote respect for human dignity, are used as a guide for personal and professional relationships.

Pedagogical approaches to non-native speakers come from several areas of research, but are carefully compared with the philosophical foundations of Revelation. As Jesus, our example, grew mentally, physically, and spiritually (Luke 2:52), providing a holistic model for learning, this course focuses on teaching educators to develop the mental, emotional, spiritual, and physical capacities of their students. A large share of the books *The Skillful Teacher* (Saphier and Gower, 1997) and *Cooperative Learning* (Kagan, 1994) stress developing both the lower (fundamentals) and higher (reflective, moral, decision-making, governing) processes of thinking, which are in harmony with the writings of Seventh-day Adventist educational thought leader, Ellen G. White (1952).

Research on teaching is a relatively new field of inquiry. Because teaching was considered an art, educators at one time did not consider it a field for scientific inquiry. At first, in the early 1900s, research centered on the learner, bypassing investigation of the teaching process. Later studies on teaching focused on teacher characteristics, rather than on teaching interactions. In

the 1960s, studies began to shift their focus from teacher characteristics to teacher-student interactions, measuring the frequency of those interactions, and the amount of teacher talk and student talk. The 1970s demonstrated improved research methodology, centering on the teacher as an individual unit of analysis, rather than on groups of teachers, and studying student achievement as the criterion for success. Teachers were thus provided specific target areas for instruction. In the 1980s researchers realized that factors other than the individual teacher influenced student achievement. Thus, researchers began to study teaching patterns in context, providing insights into the distinctive nature of settings which influence the interpretation of data on teaching effects. The outcome was an expanded body of pedagogical knowledge, from which we identify principles and integrated theories of good teaching practice.

Graduates of teacher education programs have often complained that their college experience provided them with too much theory and not enough practice. The link between good practice and theory needs to be made more explicit. Good teachers do not want to use those practices which do not have a solid research base, and, therefore, it is worthwhile to study available research. On the other hand, not everything can be supported by a knowledge base. There has to be a first time to try something that works. There was a day when someone invented the very first refrigerator. The knowledge base available to that individual, however, only told how to make good ice boxes. Therefore, there is room in the field for extrapolating/reasoning beyond the knowledge base; all teaching must not be chained to a generalized collection of studies of what now exists as good practice.

With the above caveats in mind, this course draws from current research in the areas of:

- ▶ *Identifying second language learners and assessing their needs;*
- ▶ *Pedagogical issues in ESL;*
- ▶ *Instructional strategies; and*
- ▶ *Classroom management.*

It is understood that acquiring a research knowledge base is a developmental process, and that the previously-mentioned areas are basic to meeting the needs of second language learners. As teachers grow, they can add to their decision-making repertoires in the areas of pedagogy and classroom management.

Teaching Methods

The following methodologies will be demonstrated by the instructors and practiced by the students in this class:

1. Direct Instruction - Peer tutoring and discussions
2. Cooperative Learning - Simple and complex approaches
3. Interactive Questioning - Inquiry Method
4. Inductive Teaching: Taba's Model and Concept Attainment
5. Total Physical Response - TPR
6. Peer Teaching

Units Included in the Course

1. Teaching Strategies for Second Language Learners

Unit Goal: The learner develops an appreciation of the various teaching strategies which can be used to teach a variety of disciplines to all students in general and to second-language learners specifically.

Unit Objectives: The learner:

1. Differentiates between six teaching strategies.
2. Increases skill and confidence in using a variety of teaching strategies effectively.
3. Increases skill in observing, analyzing, and providing feedback to others about teaching.
4. Develops an ability to examine and change teaching behavior, based on feedback from self and others.

2. The Second-language Learner and Pedagogical Issues in ESL

Unit Goal: The learner discovers the complexity and richness of culturally diverse students' life experiences.

Unit Objectives: The learner:

1. Distinguishes the different types of ESL students.
2. Examines the role of language and culture in school adjustment and cognitive growth of ESL students.
3. Assesses the social context, previous schooling experiences, emotional issues, and academic issues of ESL students.

3. Beginning the School Year

Unit Goal: The learner develops a first days of school rationale based on a Christian perspective.

Unit Objectives: The learner:

1. Understands the need to succeed in the first days of school and develops a program to do such.
2. Develops positive expectations for all students to succeed.
3. Invites all students to learn.

4. Effective Classroom Management

Unit Goal: The learner plans and executes a classroom environment which is conducive to an active and successful teaching-learning experience.

Unit Objectives: The learner:

1. Establishes positive relationships with students.
2. Maintains an orderly classroom.
3. Motivates students toward appropriate behavior and successful learning.
4. Organizes the class to function as a community of learners.
5. Arranges the classroom in an attractive and efficient manner.

Instructional Activity Paradigm

The process of training used in this course is based upon research on how teachers develop skills and transfer those skills into the teacher's natural repertoire. The conceptual basis for the training program is the Training Model which includes educational coaching.

The following is a typical Training Model sequence applied to a selected method of instruction. Please note that due to the summer schedule, Phase IV will not be utilized in this course.

Phase I

- A. Brief Theoretical Overview of the teaching model.
- B. Demonstration of the Model.
- C. Discussion of the model and review of the steps involved in planning and teaching.
- D. Additional Demonstration.
- D. Further Discussion with a focus on the use of the model in relation to the curriculum; what objectives it can help meet and what results can be expected.
- E. Further demonstrations as needed.

Phase II

- A. Lesson Preparation (25-30 minutes in length).
- B. Peer Teaching of your lesson (one-on-one).
- C. Coaching – provides for mutual support and assistance in learning new techniques, and making choices about appropriate use of the model.
- D. Revision, if necessary, of your lesson based on peer teaching.

Phase III

- A. Micro Teaching. Presentation of your refined lesson to your micro-teaching group of 3-6 peers.
- B. Group coaching. Coaching feedback forms filled out and given to each presenter after a short coaching session at the end of their lesson.
- C. Self Critique and Lesson Evaluation.
- D. Final Lesson Plan. If lesson is to be turned in for evaluation, a final revision, if necessary, can be made on the basis of the coaching session and self critique, as lesson material is compiled.

Phase IV

- A. Observation of a K-12 classroom in major, minor, and/or area of concentration.
- B. Review text(s) manuals being used in class being observed for developing lessons.
- C. Interview teacher in major, minor, or area of concentration.
- D. Present lessons in a K-12 classroom related to major, minor and/or area of concentration.

Rationale of Microlessons

The purpose of the microlesson is to create a scaled-down teaching situation so you can practice each strategy in a relatively safe environment.

Competencies

1. When given a specific topic in a subject area, the ability to design an instructional strategy that utilizes the following modes of presentation: Direct Instruction, Cooperative Learning, Inquiry, Concept Attainment, Taba's Inductive, and Total Physical Response.
2. Within a small group setting, the ability to identify microlesson strengths and weaknesses, to observe different presentation styles and teaching techniques, and to utilize communication skills in giving constructive feedback to one another.
3. After completing each microlesson and assessing the feedback received, the ability to modify and suggest changes in your teaching behavior that could improve future similar presentations.
4. When approaching a given teaching assignment, the ability to state specific performance objectives for the lesson being taught.

Guidelines For Preparation of Microlessons

1. Choose a topic commonly taught at the elementary or secondary level. One good way to do this is to look in textbooks currently being used in the local schools. Try to choose a topic that will be useful to you later in an actual teaching situation.
2. For each microlesson prepare the following:
 - a. An overall instructional goal
 - b. At least three specific performance objectives
 - c. A focus statement or directions for introducing the lesson.
3. Develop a plan for your lessons. The plan should include:
 - a. Your instructional goal
 - b. Performance objectives for students (at least three)
 - c. General presentation format including directions and focus statement
 - d. Visual materials, such as handouts, posters, maps, objects or any other teaching aid to help you present your lesson.

Presentation of Microlesson

- 1) Present your lesson to one other student (peer-teach).
- 2) Revise your lesson based upon feedback received.
- 3) Present your revised lesson to your micro teaching group.
- 4) As other members of your group present their lessons, act as both student and coach. You will be provided with a feedback form to analyze each lesson.
- 5) At the conclusion of each microlesson presentation, complete the feedback form, give it to the person who presented the lesson, and engage in a coaching session.

Items To Include in Microlesson Documentation

The final product should be word processed and put in a large plastic folder envelope before handing it in. It will be due on the class period after your microlesson has been presented.

1. **Instructional Goal** – state as the central goal what you want your students to learn in the microlesson.
2. **Performance Objectives** – state at least three specific intended outcomes of your instruction. These should be phrased in terms of learner performance.

3. **Lesson Plan** – A Planning Guide will be included for each of the strategies for which you will be expected to write a lesson plan. This is to be used as a guide and not followed slavishly and exactly.
4. **Feedback Forms** – enclose the feedback forms you received from other members of the group.
5. **Self critique** – focus on how you feel about your own performance. A paragraph or more is needed. Describe what should be added or deleted and what went especially well. All comments you have about the microlesson's actual presentation should be included in this section. Make sure to include your reactions to the feedback you received from your group.
6. **Evaluation** – discuss the effectiveness of your lesson in terms of goal attainment, completion of performance objectives and other objectives not foreseen, and learner response.

Activities and Assignments

Students are expected to demonstrate attainment of specific minimum learning objectives meeting each of the following requirements:

1. Regular Attendance in Class

Whenever the number of absences exceeds one (one absence is given for each hour of class missed) the highest grade a student may obtain is a "B" even if outstanding work is done. When the number exceeds 20% of the total course appointments the grade granted will be "F." Absences do not excuse students of completing the work for that appointment.

2. Journals

Students will prepare a journal in which all activities (presentations, field trip project, micro-teaching and textbook reading) are merged. The statements are to be reflective, substantive, analytical, and employ the student's best writing skills. Each journal statement should be word-processed and several pages in length. The course objectives serve as a lens which give focus to the journal content. Reference should be made by course outline number to course objectives which are addressed in the journal. Due dates for each journal statement can be found in the daily schedule section of the syllabus. Students will share their journals in class in a Journal-Read-Around on each of the due dates.

3. Lesson Documentation

Hand in lesson documentation for Direct Instruction, Cooperative Learning, Inquiry, Concept Attainment, Taba Lesson, and TPR. Include lesson plan (with stated goal and

objectives), coaching forms, self-critique, and the evaluation.

4. Micro teaching

Teach one lesson for each strategy with your coaching partner and to your micro teaching group.

5. Coaching Session

Participate in a coaching session with a partner relative to assignment four (above). Each class member will be observed by a fellow student and will observe a fellow student as the lessons are taught, and will participate in a coaching session relative to those lessons.

6. Field Trip Project

Students are required to participate in a field trip to the Mall area of Washington, D.C. where they are to visit monuments, memorials, and museums, and to absorb American culture via Fourth of July celebrations. The purpose of this field trip is to create an environment in which the student will be able to design a dynamic, creative, innovative, and imaginative field trip lesson for his/her own students.

This field trip project is to include a fully developed lesson plan. The focus of the lesson plan will be left to the discretion of the student. It may be a civic lesson, or it could be a lesson in any other academic discipline. The lesson plan should include special provisions for ESL students. The lesson plan should contain all elements of lesson planning, as outlined in this course, including a:

- ◆ Set
- ◆ Objective
- ◆ Teacher Input
- ◆ Modeling
- ◆ Guided Practice
- ◆ Checking for Understanding
- ◆ Closure
- ◆ Independent Practice

Participation in the field trip is expected of all students. Any exceptions must be worked out independently with the instructors.

7. Reading

Students are required to read the textbook, other assignments as announced in class, and handouts. These readings should be noted in the journal and will be assessed accordingly.

8. Participation

Participate in a positive, meaningful way in class activities.

EVALUATION

Since several assignments will be completed in class, participation and attendance is mandatory. All assignments are due when scheduled by the start of class. Late assignments will be assessed a 10% penalty per day, until the assignment is turned in. Due to the complexity of the schedule, it will not be possible for students to make up work that is necessary on the peer coaching and micro teaching days. Students who are not ready on those specified dates (see Daily Schedule) will receive no credit for that assignment. There may be an extenuating circumstance, such as a death in the family, where the instructors will not apply this late assignment policy.

Evaluation of the journal is based on:

1. The scope of the entries;
2. The substance of the insights, responses and reflections; and
3. The quality of the writing.

Scope (30 percent)

- G Includes major aspects of the course.
- G Presents various sides of issues.
- G Displays neat, attractive, readable format.
- G Expresses well organized, logical progression of thought.

Substance (40 percent)

- G Emphasizes reflection rather than reporting.
- G Discusses concepts and insights rather than recording procedural details.
- G Applies ideas to teaching and learning.
- G Contains clear, logical, convincingly developed information.

Writing (30 percent)

- G Contains well-written material.
- G Gives attention to sentence structure, paragraph formation and the mechanics of written English.
- G Practices careful editing including spelling and punctuation.
- G Uses prose effectively to capture the essence of the material presented.

Final evaluation will be determined by student performance in completing all of the assignments. Specifically, the evaluation will include the following:

Attendance & Participation	125 pts.
Boardwork	50 pts.
Journals (2 @ 50)	100 pts.
Direct Instruction Lesson	50 pts.
Cooperative Learning Lessons	100 pts.
Inquiry Lesson	50 pts.

Concept Attainment Lesson	50 pts.
Taba's Inductive Lesson	50 pts.
TPR Lesson	50 pts.
Lesson Documentation Packets (6 @ 50)	300 pts.
Field Trip Project	125 pts.
TOTAL	1000 pts.

Grades

94% - 100%.....	A
85% - 93%.....	B
75% - 84%.....	C

Each assignment must be submitted at the time it is due to be considered. Plus and minus grades will be assigned as deemed necessary.

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Assignment Schedule

DATE	ACTIVITIES	READING ASSIGNMENTS	WRITTEN WORK
Monday July 3	Boardwork Devotions Introduction to Course Training Model Model 1: Theory & Demons. Closure	NONE	NONE
Tuesday July 4	Field Trip Washington Mall	Saphier 1 and 8 (req.)	NONE
Wednesday July 5	Boardwork Devotions Model 1: Peer Coaching The Second Lang. Learner Pedagogical Issues in ESL Model 2: Theory & Demons. Closure	Saphier 9 (req.) Kagan 1-2 (rec.)	Model 1: Lesson Plan

Thursday July 6	Boardwork Devotions Model 1: Microlesson Model 3: Theory & Demons. Model 2: Peer Coaching Closure	Saphier 10 (req.) Kagan 3-4 (rec.)	Model 1: Revised Lesson Plan Model 2: Lesson Plan
Friday July 7	Boardwork: Journal- Read-Around Devotions Model 2: Microlesson Model 4: Theory & Demons. Model 3: Peer Coaching Closure	Saphier 2 (req.) Kagan 5-6 (rec.)	Journal #1 Model 1: Microlesson Documentation Due Model 2: Revised Lesson Plan Model 3: Lesson Plan
Monday July 10	Boardwork Devotions Model 3: Microlesson Model 5: Theory & Demons. Model 4: Peer Coaching Closure	Saphier 3 (req.) Kagan 7-8 (rec.)	Model 2: Microlesson Documentation Due Model 3: Revised Lesson Plan Model 4: Lesson Plan
Tuesday July 11	Boardwork Devotions Model 4: Microlesson Model 6: Theory & Demons. Model 5: Peer Coaching Closure	Saphier 4 (req.) Kagan 9-10 (rec.)	Model 3: Microlesson Documentation Due Model 4: Revised Lesson Plan Model 5: Lesson Plan

<p>Wednesday July 12</p>	<p>Boardwork Devotions Model 5: Microlesson The First Days of School Model 6: Peer Coaching Closure</p>	<p>Saphier 5 (req.) Kagan 11-12 (rec.)</p>	<p>Model 4: Microlesson Documentation Due</p> <p>Model 5: Revised Lesson Plan</p> <p>Model 6: Lesson Plan</p>
<p>Thursday July 13</p>	<p>Boardwork Devotions Model 6: Microlesson Classroom Management Closure</p>	<p>Saphier 6 (req.) Kagan 13-14 (rec.)</p>	<p>Model 5: Microlesson Documentation Due</p> <p>Model 6: Revised Lesson Plan</p>
<p>Friday July 14</p>	<p>Boardwork Devotions Journal-Read-Around Classroom Management Field Trip Project Reports Wrapping It All Up Closure</p>	<p>Saphier 7 (req.) Kagan 15-16 (rec.)</p>	<p>Journal #2</p> <p>Model 6: Microlesson Documentation Due</p> <p>Field Trip Project</p>