

Maximizing Learning in an ESOL- infused Classroom: Instructional Dynamics and Management

Chapter 8

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1. Skim through Chapter 8.
2. Review the **bold** words and figures.
3. Preview the questions at the end of the chapter.
4. Read Chapter 8.

Tips for Use with ELs: *The purpose of this activity is to introduce new concepts or vocabulary. In addition, it provides an opportunity for students to preview a reading prior to it being assigned. It enables ELs to have insight into what they are going to read.*





All educators serve as prompters and facilitators of learning.

1. Draw a schematic of the physical arrangement of a classroom you observed or one where you taught.



2. Add to your design after reading Chapter 8.

Traditional Classroom

- Teacher's desk is located in the front of the classroom.
- Teacher is the central figure in the classroom.
- Students are in individual desks in separate rows.
- Students work independently.
- Textbooks provide primary source of learning.
- Learning environment is not conducive to stimulation (more rote learning, questions and answers).

Today's Classroom

- Teacher's desk is on side or in back of room.
- Teacher uses multiple resources for learning, such as technologies, inquiry-based activities, and centers.
- Students desks are grouped.
- Students work collaboratively.
- Students are central to the learning process.
- Critical thinking and problem solving inquiry connects learning.
- Learning is dynamic and fosters cultural diversity.

The transition from the traditional to today's classroom is a reality as educators become grounded in theoretical and pedagogical practices.

1. How can educators be prepared to become better agents of change?
2. What should educators know and be able to do to develop and manage effective classrooms?
3. What cultural and linguistic needs should be considered?

Content Objectives:

- what students should know and be able to do in a content area

Define the intended knowledge of the content area (Rohwer & Wandberg, 2005).

Language Objectives:

- language demands of a content area (e.g., functions, vocabulary, structures)

Define the language domains needed to make the content of the area comprehensible (Rohwer & Wandberg, 2005).

Objectives

- CONTENT

- Order numbers from least to greatest.
- Use $<$, $>$, or $=$ to make each sentence true.

- LANGUAGE

Explain to a partner why your statements are true using a number line. Use these sentence patterns:

- x is {greater / less } than y .
- x is equal to y .

THE ABC'S OF

BUILDING DEVELOPMENTAL LESSONS

A

WHAT?

ELs' needs are based on their level of language and literacy development.

What should ELs be able to do at an identified proficiency level?

Clearly stated content and language objectives allow a teacher to determine what ELs should know and be able to do.

B

HOW?

A step-by-step learning process provides a succinct understanding of what a teacher and ELs need to know and do for learning to occur.

C

Philosophy

- Stems from beliefs and values.
- The starting point in the educational process that builds on theory to lay the foundation for classroom practices.

Theory

- The knowledge that provides the framework for practice.
- Describes, prescribes, explains, and guides practice through various approaches, methods, and strategies for learning.

Key Principles in Developing Philosophy of Teaching for ELs



THEORY

- Presents a framework for practice.
- Provides background knowledge of teaching and learning processes.
- Guides in an understanding of how students learn.

How do all students learn?

What types of instruction produce the results I want for my classroom?

What should occur as a result of my teaching?

What should be taught in school, and how?

What are schools for?

How should diverse students be taught?

How should schools be organized for learning?

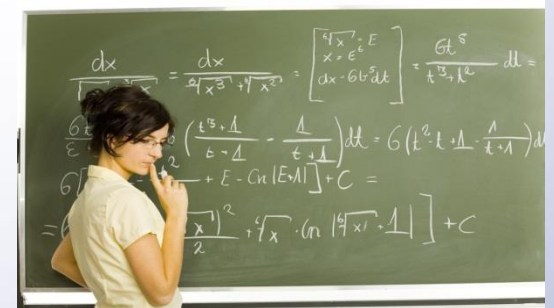
PHILOSOPHY

Philosophy represents the system of beliefs and values held by society that guide theory and practice.

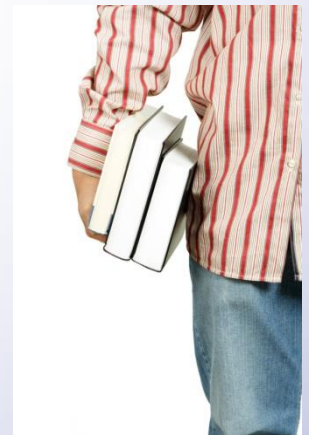
- Classroom practices are guided by the philosophy of education.

A philosophy supports teachers in defining the framework for organizing instruction.

Beginning teachers often lack experience leading to the full understanding of the connection between national goals and state standards and how they impact the curriculum (Poole, 2014).



A school curriculum is based on a set of established standards by state departments of education to design and develop learning objectives.



While **GOALS** are the broad statements of what the final product should look like;

STANDARDS are the starting point to meet the expectations of what students should know and be able to do (Poole, 2014).



Content Standards

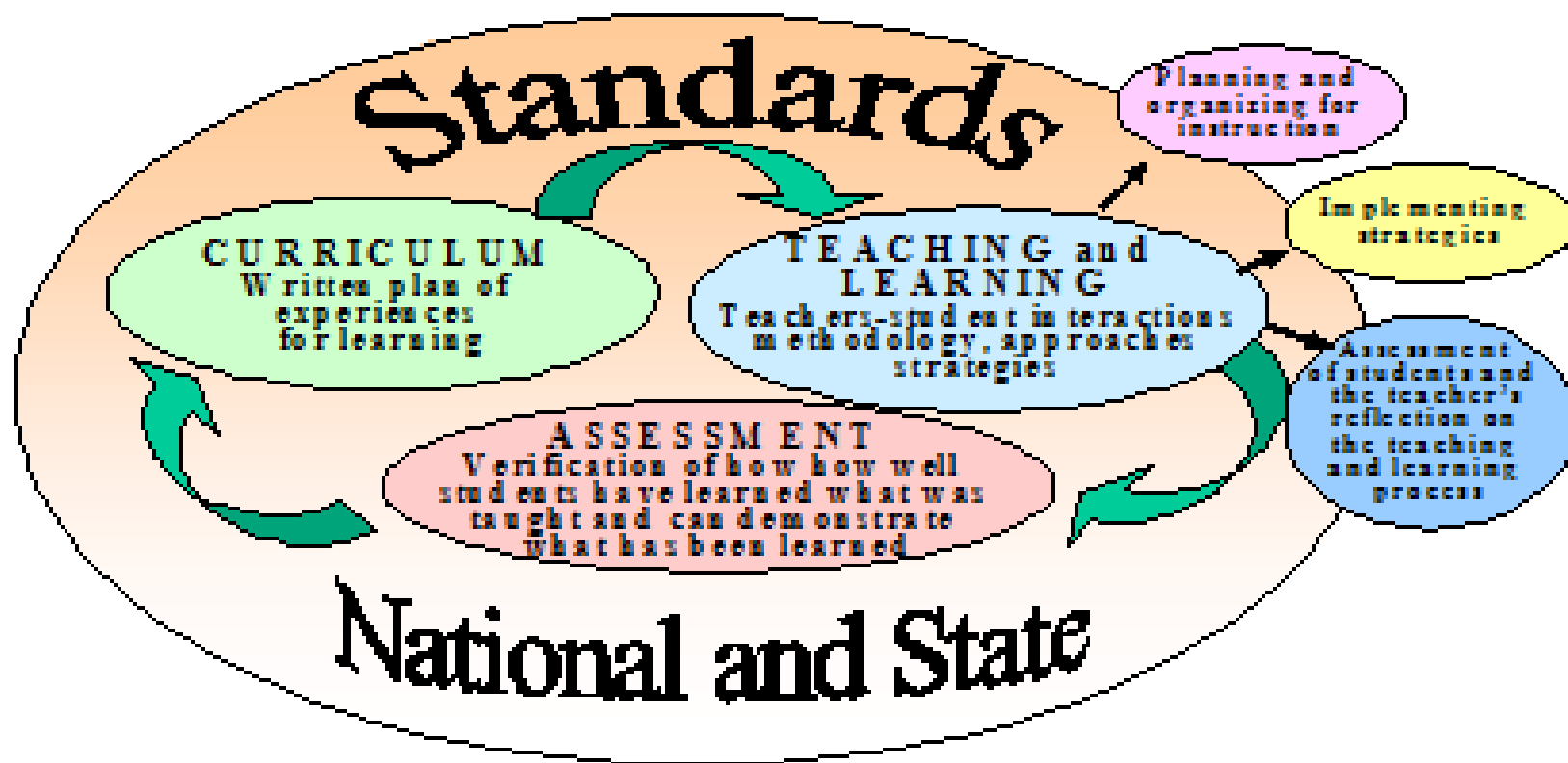
- Specify the knowledge, skills, and dispositions that should be taught and learned

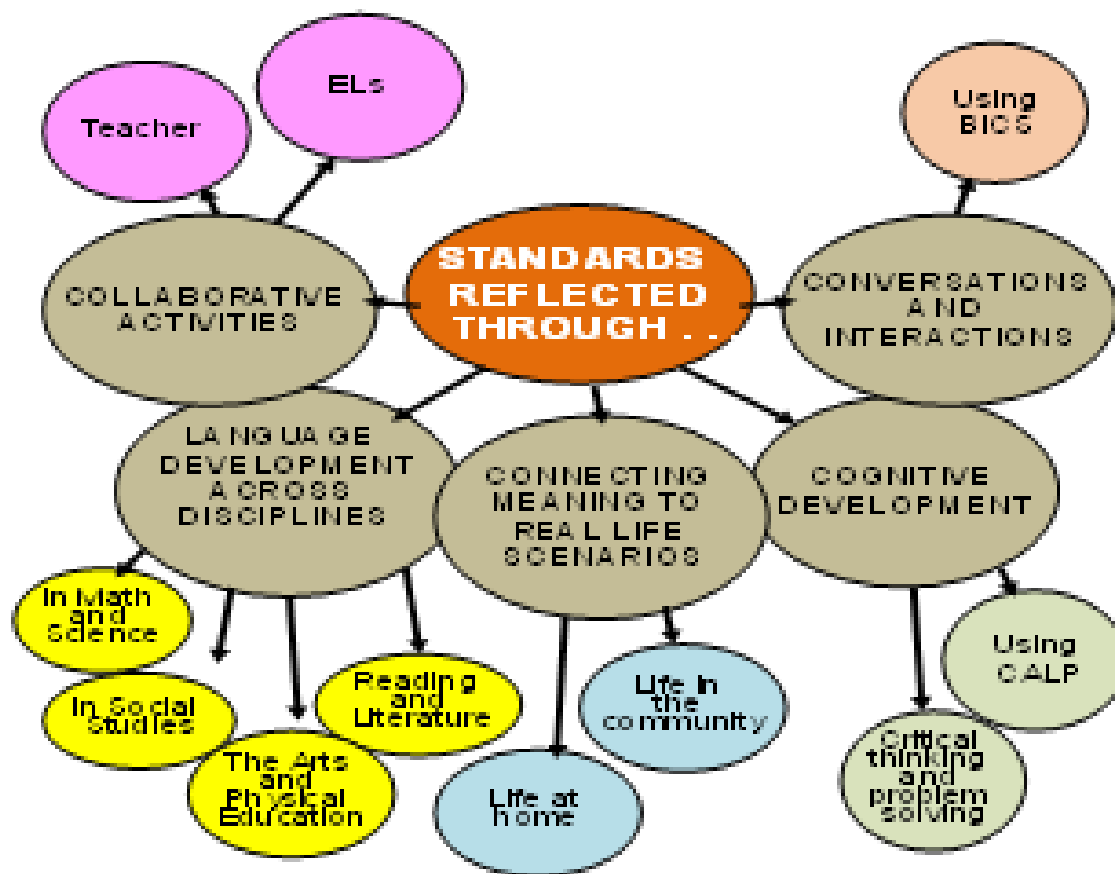
Performance Standards

- Express the degree or quality of proficiency students are expected to demonstrate as a result of instruction

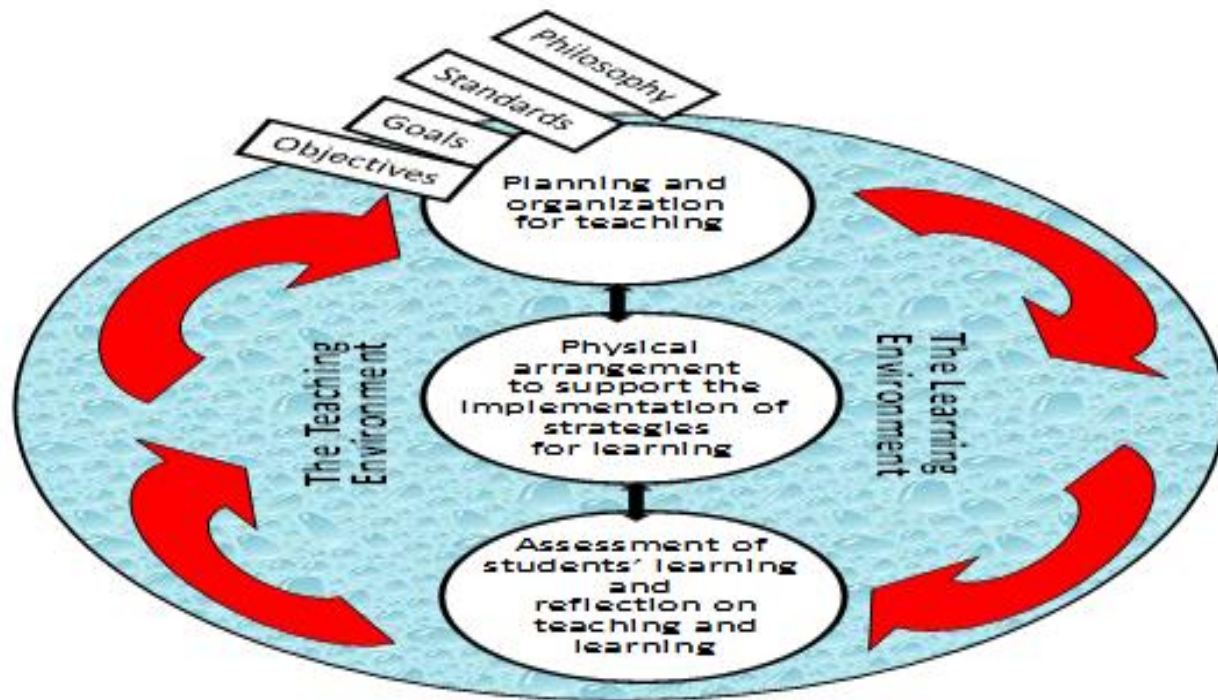


ESOL National and State Standards





ESOL Elements of the Teaching and Learning Environment



According to Poole (2014), every teacher should exhibit the following behaviors:

1. Use state standards and approved curricula to plan lessons.
2. Maintain an orderly and functional classroom that promotes predictability of the daily schedule of activities and routines, consistency and fairness of the application of rules, and respect for diversity.
3. Maintain a group focus on academic learning and language acquisition through planned motivating activities.
4. Develop trust by establishing academic and nonacademic routines.
5. Maintain a disposition of care, support, and respect for diversity.

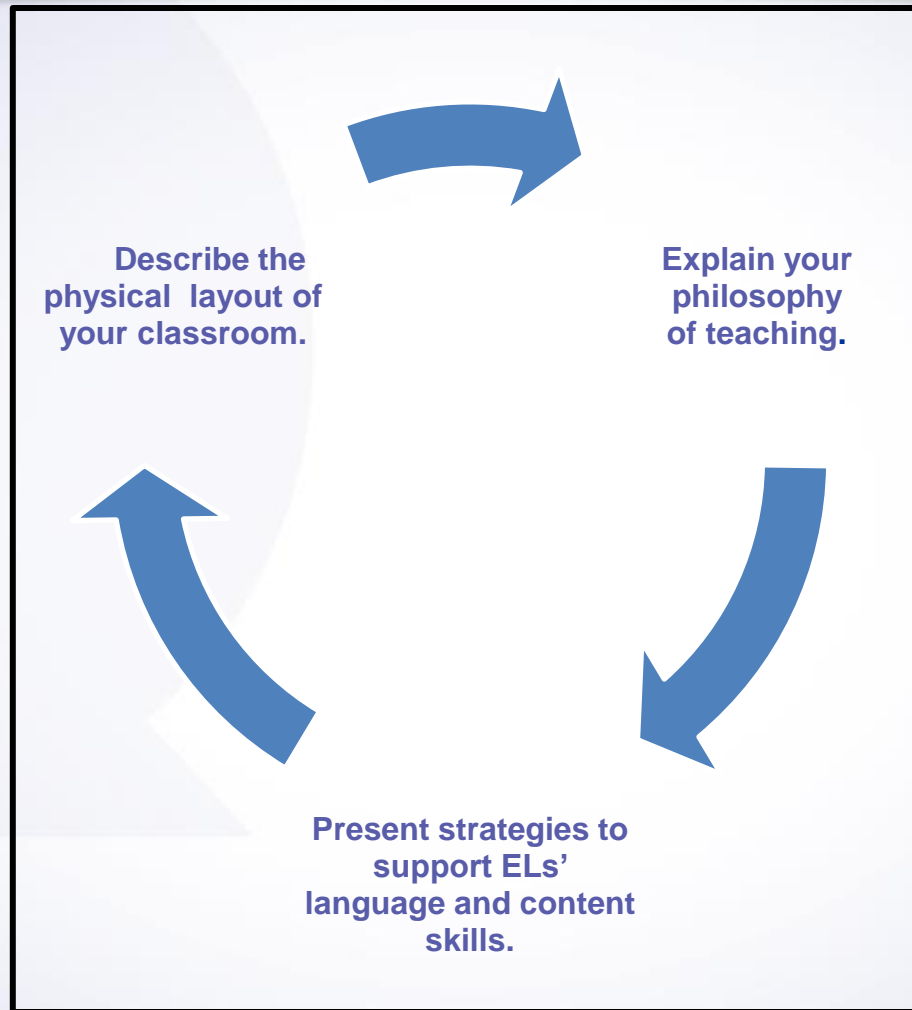
6. Provide meaningful and challenging activities that seek to develop language while developing the whole child.
7. Manage students' movements about the classroom by carefully planning the location of workstations and learning centers and ensuring that all instructional materials and technologies are readily available and retrievable.
8. Maintain a print-rich classroom with displays and multiple academic resources to facilitate language development and learning.
9. Provide time and space for the use of learning centers designed to provide additional "hands on" learning for contextualized language support.



10. Provide opportunities for external human resources, such as funds of cultural knowledge, to facilitate conversations and real-life experiences through community partners, families, and other resources.
11. Create opportunities in and outside of the classroom physical space to capture opportunities for comprehensive input to develop and expand the use of the four language modalities (listening, speaking, reading and writing).
12. Emphasize critical thinking and problem solving skills within an environment of cooperative learning and group interdependence that respects individuality.

(Poole, 2014)





ESOL National and State ESOL Standards

- Refer back to the national and state standards presented at the beginning of Part Three in the text and identify the standards aligned to this chapter.
- Explain the role of these standards in establishing your classroom rules, planning across content areas, and in engaging students from diverse cultural backgrounds and at varying English proficiency levels.



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