

**Sistema Universitario Ana G. Méndez  
School for Professional Studies  
Florida Campuses  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

**EDUC 553-O  
ESOL CURRICULUM AND MATERIALS DEVELOPMENT**

Sistema Universitario Ana G. Méndez, 2008

Derechos Reservados.

© Ana G. Méndez University System, 2008. All rights reserved.

**TABLE OF CONTENTS**

Pages

Study Guide .....	3
Workshop One .....	25
Workshop Two .....	28
Workshop Three.....	31
Workshop Four.....	33
Workshop Five .....	35
Appendix A.....	39
Appendix B.....	41
Appendix C.....	42
Appendix D.....	43
Appendix E .....	44
Appendix F .....	46
Appendix G .....	47
Appendix H.....	48

## Study Guide

<b>Course Title</b>	ESOL Curriculum and Materials Development
<b>Code</b>	EDUC 553-O
<b>Time Length</b>	Five Weeks or as applicable
<b>Pre-requisite</b>	None

### Description

The course, ESOL Curriculum and Materials Development, is divided into three basic areas: (a) a general overview of how the brain functions regarding major learning aspects and how the brain uses its intricate and delicate cell structure to learn and effect change, especially in the acquisition of language; (b) an overview of learning theories as they relate to language learning, beginning with skinner's behaviorism, cognitive psychology, and ending with brain-based learning; and (c) Implications for the ESL teacher in the design of effective second language learning and the use of appropriate second language learning strategies and techniques.

### General Objectives

By the end of the course, students will:

1. Apply their knowledge of second language learning theories to real life language-learning situations.
2. Analyze the basic neurobiological processes in learning a language and their implications for second language learning.
3. Compare and contrast different language learning theories.
4. Design and propose a second-language classroom-learning environment that promotes effective English as a Second Language development using brain-based learning theory.
5. Evaluate the implications of brain-based learning theory for the ESL teacher.

### Texts and Resources

Jensen, E. (2005 ). *Teaching with the Brain in Mind*. (2<sup>nd</sup> ed.). Association of Supervision and Curriculum Development, VA.

Sousa, D. (1995). *How the Brain Learns*. National Association of Secondary School Principals, VA.

## References

### Articles

Almendarez, B. M. The Implications Of Brain Research.

<http://users.stargate.net/~cokids/brain.html>

Bruer J. (1999). In search of . . . Brain- based education, Kappan\_ v.80 no.9 may.

<http://www.pdkintl.org/kappan/kbru9905.htm>

Cohen P. Educators Seek to Apply Brain Based Research

<http://education.stateuniversity.com/pages/1799/Brain-Based-Education.html>.

Understanding the Brain Vol. 37, September 1995

Conant B. Learning: What We've Learned.

<http://members.tripod.com/ozpk/brain.html>

### Journal Articles

Armstrong, T. (1994). Multiple Intelligences in the Classroom. Alexandria, Va. ASCD.

LoCastro, V. (1994). Learning strategies and learning environments. TESOL Quarterly, 28(2), 409-414.

Nunan, D. (1995). Closing the gap between learning and instruction. TESOL Quarterly, 29(1), 133-158.

Nunan, D. (1996). Learner strategy training in the classroom: An action research study. TESOL Journal, 6(1), 35-41.

Oxford, R. (1992/1993). Language learning strategies in a nutshell: Update and ESL suggestions. TESOL Journal, 2(2), 18-22.

Rigg, P., & Scot, D. (1986). Children in ESL: Integrating Perspectives. Washington, D.C. Teachers of English to Speakers of other Languages.

Rubin, J. (1975). What the "good language learner" can teach us. TESOL Quarterly, 9(1), 41-51.

### References and Supplementary Materials

#### Videos

Insight Media. A Practical Guide to Brain-Based Learning. ISBN 1-887943-44-7

David Sousa (2003). How the Special Need Brain Learns. ISBN: 0-7619-4668-3

Making Connections. The Brain and Reading. ASCD

Making Connections. The Brain and Reading: Strategies for the Elementary School. ASCD

Making Connections. The Brain and Reading: Strategies for High School. ASCD

Making Connections. The Brain and Learning: Classroom Applications. ASCD

### **References:**

Association for Supervision and Curriculum Development. An ASCD Professional Inquiry Kit. , Alexandria, VA USA. (800) 933-2723. <http://www.ascd.org>  
Stock no. 999003.

Caine, Renate Nummela and Caine, Geoffrey. (1997). Unleashing the Power of Perceptual Change: The Potential of Brain-Based Teaching.

Caine, R. & Caine, G. (1991). Making Connections: Teaching and the Human Brain. Alexandria, Virginia: ASCD.

Caine, R. & Caine, G. (1997). Education on the Edge of Possibility. Alexandria, Virginia: ASCD.

Caine, R. & Caine G. (1994). Making Connections: Teaching and the Human Brain, Addison-Wesley.

Caine, R. & Caine G.(1997). Unleashing the Power of Perpetual Change: The Potential of Brain-Based Teaching, ASCD.

Caine, R. & Caine, G. & Crowell, S. (1994). MINDSHIFTS: A Brain-Based Process for Restructuring Schools and Renewing Education. Tucson, Arizona: Zephyr Press.

Caine, R. & Caine, G. & Crowell, S. (1998). The Re-Enchantment of Learning: A Manual for Teacher Renewal and Classroom Transformation. Tucson, Arizona: Zephyr Press.

Caine, R. & Caine, G. "Understanding a Brain-Based Approach to Learning and Teaching." Educational Leadership, March 1990.

Crick, Francis. (1994). "The Astonishing Hypothesis: The scientific Search for the Soul." New York, NY: Charles Scriber and Sons.

Diamond, M. (1988). Enriching Heredity: The Impact of the Environment on the Brain, Free Press, 1988.

Diamond, M. (1998). Magic Trees of the Mind, E.P. Dutton.

- Fogerty, R. & Stoehr, J. (1995). Integrating Curricula with Multiple Intelligences. IL: IRI/Skylight Publishing Inc.
- Horne, J. (1992, October 15). "Human Slow wave Sleep: A Review of recent Findings, with Implications for Sleep Functions and Psychiatric Illness. EXPERIENTIA, pp. 94-54.
- Jenning, Eric. (1996). "Brain-Based Learning." Del Mar, CA: Turning Point Publishing.
- Jensen, E. (1988). Introduction to Brain-Compatible Learning, The Brain Store. <http://www.thebrainstore.com/store/>
- Jensen, E. (1996). . Brain Based Learning, Turning Point Publishing.
- Jensen, E. (1998). Teaching With the Brain in Mind, ASCD.
- Kelner, K. & Bloom, F. (1999). The Best of Science: Neuroscience. American Association for the Advancement of Science publication no. 00-65. ISBN 0-87168-651-1
- Simon, S. (1999 ). The Brain: Our nervous system. Mulberry Edition ISBN 0-688-17060-9
- Sylwester, R. (1995). A Celebration of Neurons: An Educator's Guide to the Human Brain, ASCD.

## **Evaluation**

The portfolio is the main instrument of evaluation. A reflexive diary should be an important part of the portfolio. Rubrics should be discussed beforehand with the students for each of the different types of learning experiences. The portfolio may constitute 75% of the final grade. Class attendance, group work, and class participation may count for 25% of the final grade.

## **Description of Course Policies**

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be

conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).

2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.

4. If a student is absent to more than one workshop the facilitator will have the following options:
  - If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
  - If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an

equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.

6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own (**See Academic Honesty Policy**).
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

This course includes topics and general knowledge of interest to all students. It also incorporates those topics, which allow the analysis of the meanings and implications of current events, and gives students the ability to recognize their importance, within their personal and professional life. This requires the open participation of everyone in the class, and the constant expression of their ideas and opinions; which could be conflictive or controversial. The students must respect everyone's opinions, perceptions and beliefs, in order to guarantee the active participation of everyone.

**Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:**

- [www.google.com](http://www.google.com)
- [www.altavista.com](http://www.altavista.com)
- [www.ask.com](http://www.ask.com)
- [www.excite.com](http://www.excite.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.telemundo.yahoo.com](http://www.telemundo.yahoo.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)

**The facilitator may make changes or add additional web resources if deemed necessary.**

### **Teaching Philosophy and Methodology**

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.

3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

## **Workshop One**

### **Specific Objectives**

At the end of this workshop, the student will:

1. Define and distinguish between the concepts of brain and mind.
2. Explain in their own words the relationship between the concepts of brain and mind.
3. Define learning, language learning, and language acquisition.
4. Explain the difference between language and thought.
5. Explain the role of language in the process of learning.
6. Identify and illustrate the characteristics of a good language learner.
7. Discuss the possibility of transforming a poor language learner into a good language learner using the concepts you have studied.

### **Language Objectives**

1. Using a diagram, students will define the concepts of mind and brain using correct grammar and pronunciation.
2. Students will present a persuasive argument to support one's (his/her) personal point of view.
3. Students will propose innovative solutions through integration of new information with current knowledge in English using correct vocabulary and technical jargon.
4. Express ideas in orally and in written using correct vocabulary, grammar, syntax and logical order of ideas.

### **URL's**

#### **Web sites and e-articles that may assist the student in fulfilling the objectives of the first workshop**

Brain-Based (compatible) Learning.

<http://www.maxpages.com/thena/ladiscussion2>

<http://www.ericdigests.org/2001-3/brain.htm>

<http://www.ericdigests.org/pre-927/older.htm>

Brain Connection.

<http://www.brainconnection.com/library/?main=explorehome/animations>

Identifying the Characteristics, Strategies & Techniques of Successful

Language Learners. <http://www3.telus.net/linguisticsissues/successful.html>

Language and thought. <http://www.ditext.com/chrucky/chru-5.html>

Neuroscience for Kids. <http://faculty.washington.edu/chudler/lang.html>

The Brain Connection: <http://www.brainconnection.com/>

The origins of language and thought in early childhood.

<http://www.massey.ac.nz/~alock/hbook/george.htm>

### **Assignment prior to Workshop One**

1. Read the recommended URL's, textbooks and other reference material and come prepare to class for discussion. Pay close attention to the rubrics in the Appendix section. These rubrics will be used to assess your knowledge.
2. Define the following terms:
  - a. Language
  - b. Cognition
  - c. Mind
  - d. Brain
  - e. Thought
  - f. Theory
  - g. Language learning vs. language acquisition
3. In the Internet, through a Google search or any other browser, find, read, and identify the characteristics of good language learners. Ponder whether or not you are a good language learner and what circumstances in your life helped shape this attitude towards language.
4. Select one of the following movies to watch: The Miracle Maker, (Walt Disney's version), The Renaissance Man (with Danny Devito), or My Left Foot. These films can be obtained through one of the many VCR, CD or DVD rental stores. Each one of these films illustrates the language learning theories studied. Specifically, The Miracle Maker depicts Behaviorism and some tenets of Nativism /Cognitivism; The Renaissance Man compares and contrasts the views of Behaviorism and Cognitivism /Constructivism; while My Left Foot emphasizes Constructivism and clearly demonstrates the nativistic quality of language. Take notes showing how the film you chose illustrates the learning theories. Write a persuasive essay expressing how the movie shows

the theories of language you have identified. Make sure to defend your point of view supporting it with theorists and material either to be discussed in class or articles read to support the paper written.

### **Activities**

1. The facilitator will start the class with an ice-breaking activity, will discuss the class' objectives and will help select the student representative.
2. Using your background knowledge, define and discuss the following terms:
  - a. Mind
  - b. Brain
  - c. Language
  - d. Thought
  - e. Learning
  - f. Language Acquisition vs. Language Learning

After reaching consensus with your team, write down the definition you have agreed on for each term.

3. Using easel pad paper, create a concept map for each of the concepts defined using your creativity to present each term. Each group will present their concept maps to the rest of the class.
4. As a cooperative learning team, prepare a concept map that illustrates the characteristics of a good or effective language learner. Write a paragraph explaining it. After given enough time, present it to the class. The class will provide with feedback on the paragraph written, revise it using the feedback from the classmates.
5. Individually and without using any reference, draw a picture of what you think the brain looks like and another of what you think the mind looks like. Write a paragraph explaining the difference between the two. Present your rendering of the brain and the mind to your cooperative learning team. As a team, select or redo one of the drawings and paragraph to present to the whole class.
6. The facilitator will lead a discussion based on the movies assigned to students. Each student will express his point of view based on the assigned criteria above.

7. Students will turn in their essays to the facilitator.
8. The facilitator will answer any questions related to the assignments prior Workshop Two.

**Assessment:**

1. Learning Journal: Based on the selected movie you watched, what are the implications presented in the movie regarding education, specifically the teaching of English as a second language? (Appendix A)
2. Written Essay (Appendix B)
3. Class participation (Appendix C)
4. Oral Presentation (Appendix D)

## **Workshop Two**

### **Specific Objectives**

At the end of this workshop, students will:

1. Critically compare and contrast the different language learning theories.
2. Apply their knowledge about the language theories to real life situations using movies.
3. Identify and evaluate the implications of each theory in the teaching of language in the classroom.

### **Language Objectives**

1. After searching for and reading information on today's topics, students will be able to summarize the main ideas using correct grammar and spelling.
2. Students will present a persuasive argument to support one's (his/her) personal point of view using correct pronunciation and presenting ideas in a logical clear manner.
3. Students will verbally propose an innovative solution through integration of new information with current knowledge using correct vocabulary and technical jargon.

### **URL's**

#### **Web sites and e-articles that may assist students in preparing to meet the objectives of the second workshop**

Behaviorism and practice. <http://freefeel.org/wiki/BehaviorismAndPractice>

Cognitivism. Kathy Maschke.

[http://www.uib.no/People/sinia/CSCL/web\\_struktur-834.htm](http://www.uib.no/People/sinia/CSCL/web_struktur-834.htm)

<http://www.learning-theories.com/cognitivism.html>

[http://www.personal.psu.edu/users/w/x/wxh139/cognitive\\_1.htm](http://www.personal.psu.edu/users/w/x/wxh139/cognitive_1.htm)

LAD. [http://www.csun.edu/~vcoao0el/de361/de361s51\\_folder/tsld011.htm](http://www.csun.edu/~vcoao0el/de361/de361s51_folder/tsld011.htm)

On Skinner and Behaviorism.

[http://www.tc.columbia.edu/faculty/kleifgen/resources/skinner\\_notes.htm](http://www.tc.columbia.edu/faculty/kleifgen/resources/skinner_notes.htm)

The Language Acquisition Device.

[http://findarticles.com/p/articles/mi\\_g2602/is\\_0003/ai\\_2602000339](http://findarticles.com/p/articles/mi_g2602/is_0003/ai_2602000339)

<http://bowland-files.lancs.ac.uk/chimp/langac/LECTURE10/10lad.htm>

[http://www.andrew.cmu.edu/course/85-211b/language\\_acq.html](http://www.andrew.cmu.edu/course/85-211b/language_acq.html)

Theories of Language Acquisition.

<http://www.sk.com.br/sk-krash.html>

<http://users.ecs.soton.ac.uk/harnad/Papers/Py104/pinker.langacq.html>

<http://www.revision-notes.co.uk/revision/826.html>

Bruner's Constructivist Theory <http://tip.psychology.org/bruner.html>

Cognitivism. [http://www.uib.no/people/sinia/CSCL/web\\_struktur-834.htm](http://www.uib.no/people/sinia/CSCL/web_struktur-834.htm)

Cognitive Theories of Learning.

[http://www.personal.psu.edu/users/w/x/wxh139/cognitive\\_1.htm](http://www.personal.psu.edu/users/w/x/wxh139/cognitive_1.htm)

Constructivist theory of learning.

[http://www.ims.sa.edu.au/home/irussell/Docs/Constructivist\\_Theory.pdf](http://www.ims.sa.edu.au/home/irussell/Docs/Constructivist_Theory.pdf)

Overview of social constructivism.

[http://projects.coe.uga.edu/epltt/index.php?title=Social\\_Constructivism](http://projects.coe.uga.edu/epltt/index.php?title=Social_Constructivism)

<http://viking.coe.uh.edu/~ichen/ebook/et-it/social.htm>

<http://www.learningandteaching.info/learning/constructivism.htm>

[http://claweb.cla.unipd.it/home/mcanapero/worldcall2003\\_report/constructivism.htm](http://claweb.cla.unipd.it/home/mcanapero/worldcall2003_report/constructivism.htm)

### **Assignments prior to Workshop Two:**

1. Students will turn in their learning journals and other assignments.
2. Revise the definitions of the terms you defined in Workshop One using the recommended web sites and rewrite your definitions adding any information that you did not include before reading the references. How well do you think you did?
3. Search for and read recommended web sites and resources to find information on the topics related to language learning theories: Nativism, Behaviorism, Cognitivism, and Constructivism.
4. Read and come prepared to discuss and work as a team on language acquisition theories: Behaviorism (Skinner), and Nativism or Chomsky's Language Acquisition Device, Cognitivism, and Constructivism. Focus on how these theories explain the process of learning / acquiring a second language and the implications for teachers. Prepare concept maps. Be creative and original.

**Activities**

1. The facilitator will answer all questions regarding assignments or class materials.
2. Prepare a table of all four language learning theories comparing them in terms of their tenets or principles of language learning / acquisition, role of the learner, role of the teacher, implications for the ESL / EFL Teacher. In class, each team will present and explain one of the theories. When doing your short presentation, use a concept map and remember to explain the similarities and differences between the theory you are presenting and the others.
3. Discuss with your team, the notes you took on the movie you watched. Emphasize the parts of the movie that relate to the language learning / learning theories and illustrate the theory (ies) with them.
4. After having discussed the theories of language learning and language acquisition, students will be divided into small groups of three or four each, depending on the amount of students. Each group will be assigned a theory by the facilitator, and each group will be responsible to develop a language game where the theory is applied.
5. After given enough time to discuss the theory and design the game, each group will perform the designed game with the rest of the class. Once the game has been performed, each group will defend their point of view as to how the game fits the theory assigned.
6. Other students will comment on the game presentations and will present their points of view as to whether they agreed or disagreed on their classmates presentations. The facilitator will add to the discussion with his/her expertise.
7. The facilitator will divide the class into small groups of three or four each, depending on the amount of students in class. The facilitator will give each group some time to meet to plan mini-lessons that they will have to perform for the next three workshops, based on the theories discussed in class. Students will choose an area they prefer to teach, and will develop the lesson and a lesson plan to be turned in.

8. The facilitator will answer any questions related to the material or the assignments prior to workshop four.

**Assessment**

1. Learning Journal (Appendix A)
2. Class participation (Appendix C)
3. Game presentation (Appendix E)
4. Lesson plan guidelines and Rubric (Appendix F)

## Workshop Three

### Specific Objectives

At the end of Workshop Three, students will:

1. Demonstrate a working knowledge of the functions of the brain as they relate to the language learning / acquisition processes.
2. Illustrate the synaptic process through the use of role playing or dancing.
3. Conceptualize the brain maps or routes in learning to speak, understand, read, comprehend reading, and writing.
4. Identify the language learner's needs in terms of brain research.

### Language Objectives

1. Students will propose innovative instructional strategies through integration of new information with current knowledge in English using correct technical jargon, vocabulary and grammar.
2. After having searched for and read information on the content to be discussed in class during this workshop, students will be able to summarize the main ideas using correct grammar and spelling in English and Spanish.
3. Students will diagram the thought process used to solve problems or to provide innovative ideas in an organized manner using correct pronunciation, grammar and concepts.

### URL's

Almendarez Barron M. [The Implications Of Brain Research.](http://users.stargate.net/~cokids/brain.html)

<http://users.stargate.net/~cokids/brain.html>

Genessee, F. (2000). [Brain Research: Implications for Second Language](http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1078&context=crede)

[Learning.](http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1078&context=crede) Center for Research on Education. Occasional Papers.

McGill.University

<http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1078&context=crede>

Bruer J. (1999). In search of Brain- based education, Kappan\_ v.80 no.9 may .

<http://www.pdkintl.org/kappan/kbru9905.htm>

Brain Based Research in Education

<http://www.brains.org/>

Hirst, L. & Slavick, C. (2004). Cooperative Approaches to Language Learning.

<http://jan.ucc.nau.edu/~jar/NALI10.html>

How Does the Brain Construct Meaning?

<http://www.pgcps.pg.k12.md.us/~elc/brain5.html>

The Brain <http://members.aol.com/Rss51540/brain.html>

The Brain Connection <http://www.brainconnection.com/>

The origins of language and thought in early childhood.

<http://www.massey.ac.nz/~alock/hbook/george.htm>

Your Brain Dominance and Language Learning.

[http://www.sil.org/LinguaLinks/LanguageLearning/OtherResources/YorLrnn\\_gStylAndLnggLrnnng/YourBrainDominanceAndLanguageL.htm](http://www.sil.org/LinguaLinks/LanguageLearning/OtherResources/YorLrnn_gStylAndLnggLrnnng/YourBrainDominanceAndLanguageL.htm)

### **Assignment prior to Workshop Three**

1. Select one of the URLs on *neuroscience*. The easiest to understand and use are Neuroscience for Kids (<http://faculty.washington.edu/chudler/lang.html>) and Brain Connections (<http://www.brainconnection.com/>). Neuroscience for Kids will provide the basic concepts needed to understand how the brain works in general, while Brain Connections will provide information on how the brain learns to read, write, and understand a language. Go through the tutorials or read carefully each web page associated with the brain and how it learns. Make a glossary of the terms that you do not have any background knowledge or do not understand. Draw and explain the functions of the basic parts of the brain: neocortex, cortex, hemispheres, frontal lobe, parietal lobe, occipital lobe, and temporal lobe. Remember to use color to highlight the different parts of the brain.
2. Draw a neuron and identify its parts and their functions.
3. Draw and explain the synaptic process.
4. Locate on a picture of the brain the Wernicke's and Broca's areas. Explain their functions and their significance in the language learning/acquisition processes.

### **Activities**

1. The facilitator will divide the class in small groups to prepare a brief – not more than 15 minutes- presentation on the parts of the brain and their functions. Each group should present on the specific part of the brain that the facilitator assigns. Be creative and original. You may use a PowerPoint

presentation or any other visual medium that enhances your presentation with color.

2. Using role-playing, music, dance or other visual effects, explain the importance and the process by which we learn at the cell level: The Synapse
3. Prepare four different brain maps illustrating the routes by which a student reads, speaks, understands both written and verbal language, and write. Remember the role of Wernicke's and Broca's areas in language comprehension and production. Also remember the importance of the sensory cortex and the frontal and occipital lobes in the language production and perception processes. You may search the Internet for Web sites on this topic to do your assignment.
4. Students will share their maps and will select the map that better illustrates the aforementioned routes.
5. Student will write a three to five paragraphs essay to answer the following question: What language learner needs related to brain research should the teacher pay attention to in the classroom? You may search the Internet to answer this question.
6. The last hour or two of the workshop, depending on the amount of students in class, will be spent on the mini-lessons students were assigned to present.
7. A session of questions and answers will follow each presentation.
8. The facilitator will clarify any doubts regarding the assignments prior the workshop.

**Assessment:**

1. Learning Journal (Appendix A)
2. Class participation (Appendix C)
3. Essay (Appendix B)
4. Lesson plan rubric (Appendix F)
5. Presentations (Appendix D)

## Workshop Four

### Specific Objectives

At the end of Workshop Four, students will be able to:

1. Define brain-based or compatible learning (BBL).
2. Explain and illustrate the principles and teaching strategies of BBL.
3. Explain the relationship of BBL's principles to the principles of constructivism, Nativism, and cognitivism as they relate to language learning.
4. Develop or identify, illustrate, and explain different BBL learning strategies and techniques for each of the four language arts.

### Language Objectives

1. Students will define concepts discussed during this workshop using a variety of vocabulary, including technical jargon in an appropriate manner.
2. Students will present a persuasive argument to support one's (his/her) personal point of view, using correct grammar, pronunciation and verb conjugation.
3. Students will propose innovative strategies through integration of new information with current knowledge in English using correct grammar, vocabulary and syntax..

### URL's

Brain-Based (compatible) Learning.

<http://www.maxpages.com/thena/ladiscussion2>

Brain-based Learning.

[http://www.funderstanding.com/brain\\_based\\_learning.cfm](http://www.funderstanding.com/brain_based_learning.cfm)

Brain-Compatible Learning

<http://users.stargate.net/~cokids/articlelearning.html>

Brain Connection.

<http://www.brainconnection.com/library/?main=explorehome/animations>

How learning occurs.

[http://www.mcli.dist.maricopa.edu/learning/pubs/oct97/li\\_multi.html](http://www.mcli.dist.maricopa.edu/learning/pubs/oct97/li_multi.html)

[http://www.ulc.psu.edu/studyskills/how\\_learning\\_occurs.html](http://www.ulc.psu.edu/studyskills/how_learning_occurs.html)

Mind/Brain Learning Principles.

<http://www.cainelearning.com/>

<http://www.newhorizons.org/neuro/caine%202.htm>

Reinventing Schools through Brain-Based Learning.

<http://ceep.crc.uiuc.edu/pubs/katzsym/dejong.html>

### **Assignments before Workshop Four**

1. Using the websites on this Workshop's URLs, make a list of at least ten implications of BBL for the language teacher and explain each one.
2. Enumerate and explain the implications of BBL on the design of a brain compatible language classroom.
3. Do not forget you should be working with the portfolio.

### **Activities**

1. The class will be divided into small groups to prepare a concept map of the definition of brain-based learning. One of the Cooperative Learning Teams should present their concept map
2. Students will offer feedback about the concept map.
3. Each group will select at least two BBL principles depending on the amount of students in class and will prepare a concept map on each of them. Each team should be able to present its work until all 12 principles have been presented and discussed in class.
4. Explain and illustrate the three BBL teaching/learning strategies and how you can use them in specific language learning situations.
5. As a group in class, reflect on how you can help a poor language learner become a more effective learner.
6. The last hour or two of the workshop, depending on the amount of students in class, will be spent on the mini lessons students were assigned to present.
7. The facilitator will clarify any doubts regarding the assignments.

### **Assessment:**

1. Learning Journal (Appendix A)
2. Class participation (Appendix B)
3. Lesson plan rubric (Appendix F)
4. Presentations (Appendix D)

## Workshop Five

### Specific Objectives

At the end of Workshop Five, students will be able to:

1. Evaluate their teaching methodology and identify things they can do to improve it.
2. Identify specific learning needs of their students and propose an alternative way of fulfilling these needs using BBL.
3. Describe and discuss the effect that Brain Based learning has on the teaching of English as a Second Language.

### Language Objectives:

1. Students will present a persuasive argument to support one's (his/her) personal point of view using correct grammar and vocabulary.
2. Students will be able to develop ideas in order to address problems in an effective way using correct syntax and grammar
3. Students will be able to identify the relevant needs to develop an action plan to address these needs effectively.

### URL's

[http://www.funderstanding.com/brain\\_based\\_learning.cfm](http://www.funderstanding.com/brain_based_learning.cfm)

<http://eduscapes.com/tap/topic70.htm>

<http://www.brains.org/>

[http://www.emtech.net/brain\\_based\\_learning.html](http://www.emtech.net/brain_based_learning.html)

[http://www.uwsp.edu/education/celtProject/innovations/BrainBased%20Learning/brain-based\\_learning.htm](http://www.uwsp.edu/education/celtProject/innovations/BrainBased%20Learning/brain-based_learning.htm)

### Assignments prior to Workshop Five

#### 1. Final Assessment Activity

By now, you should have your learning portfolio almost ready to hand in.

Remember to include the activities for **Workshop V**. Your portfolio should include the following parts:

- a. Cover page using APA guidelines. This cover page should demonstrate your creativity and it must include student basic information.
- b. A table of content

- c. An introduction to the evaluator explaining what significant demonstrations of your learning are included.
  - d. Five Reflective diary entries scored by your facilitator. If you have had to rewrite any of them, please include both the first and the rewritten entries.
  - e. All of the work produced as a team.
  - f. All of the assignments.
  - g. All of the individual works.
  - h. A conclusion where you give insights on the worth, value, and depth of the learning you acquired in this course.
2. Search for and read an article that relates to how brain based learning affects education, in specific and if possible how it affects the teaching of English as a Second Language. Make sure to bring it to class.
  3. The groups that have not presented their mini-lessons must come prepared to do so during this workshop.

### **Activities**

1. The facilitator will answer any questions related to the assignments or the class materials.
2. The class will be divided into small groups of three or four, depending on the amount of students in class, to share the articles they brought for this workshop on brain based learning.
3. Each group will share their articles and will decide on one of the articles to present. After deciding on the article to present, students will list the major ideas presented in the article chosen using easel pad paper. Each group will present the summaries of the articles to the rest of the class.
4. Students that have not presented their mini lessons will do so immediately after the articles have been presented.
5. Students will have time to give the final touch to their portfolio.
6. The last two hours should be spent on meeting with the facilitator one on one to discuss the portfolio (Appendix G) and to share with the facilitator how the course has helped them become more aware of the importance of knowing

the information presented in the course and the implications on teaching ESL.

This will be students' final reflection.

7. Students will write their final learning journal entry.
8. Closing activity (will be determined by the facilitator).

**Assessment**

1. Learning Journal (Appendix A)
2. Lesson Plan Rubric (Appendix F)
3. presentations (Appendix D)
4. Class Participation (Appendix B)

## **APPENDICES**

**Appendix A**

**Learning Journal**

Student Name: \_\_\_\_\_ Journal #: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Day One</b>	<b>Day Two</b>	<b>Day Three</b>	<b>Day Four</b>	<b>Day Five</b>
Student turned in the journal on time assigned					
Student answers questions without deviating from the topic; ideas are well connected and follow a sequence					
Student uses critical thinking to express ideas and projects a deep understanding of the topic discussed in class					
Sentences are written using appropriate syntax, punctuation, verb usage, and grammar					
<b>Total Points</b>					

Student's Signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

**Appendix B****Essay Rubric**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Introductory statement is clear and well stated	10	
Major or relevant details are exposed in essay	10	
Present a thesis, supporting it in a persuasive and sophisticated way, providing precise and relevant examples.	10	
Sentences are cohesive and ideas flow as the essay is read	10	
Establish a writer's relationship with the subject, providing a clear perspective on the subject matter and engaging the audience's attention.	10	
Draw conclusions that reflect the relationships or significant outcomes of the discussion.	10	
Demonstrate a comprehensive grasp of significant ideas, using them appropriately to reach a higher level of understanding in an organized manner.	10	
<b>Language</b>		
Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas)	10	
Uses grammar appropriately and correctly	10	
Manages and uses verbs appropriately and correctly	10	
<b>Total Points</b>	<b>100 (70% content and 30% language)</b>	<b>Student's total Score:</b> _____

Student's Signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

## Appendix C

**CLASS PARTICIPATION**

Name \_\_\_\_\_

Prof. \_\_\_\_\_

	4	3	2	1	POINTS
<b>Attendance</b>	Never absent	One absence	Two absences	Three absences	
<b>Promptness</b>	Always on time	Once late	Twice late	More than three times late	
<b>Engagement</b>	Very proactive by offering ideas and asking questions	Some contributions to class discussions	Few contributions to class discussions	No contributions to class discussions	
<b>Preparation</b>	Always with assignments and required readings	Usually prepared	Rarely prepared	Almost never or never prepared.	
<b>Leadership</b>	Led group discussions	Sometimes led group discussions	Hardly ever led group discussions	Never led group discussions	
<b>TOTAL</b>					

**Appendix D**

**Oral Presentation Rubric**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Total Score</b>
<b>Content</b>		
The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.	10	
The speaker takes into account the specific knowledge and experience of the listener	10	
The speaker uses arguments which are adapted to the values and motivations of the specific listener.	10	
The speaker uses delivery to emphasize and enhance the meaning of the message.	10	
The speaker delivers the message in a lively, enthusiastic Fashion.	10	
The volume varies to add emphasis and interest.	10	
Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."	10	
<b>Language</b>		
Student pronounces words in a clear and correct manner so as to make language understood to others	10	
Correct use of grammar and verb conjugation	10	
Use of correct use of vocabulary words to express message	10	
<b>Total Points</b>	<b>100 (70% of content and 30% of language)</b>	<b>Student's Total Score:</b> _____

Student's signature: \_\_\_\_\_ Facilitator's Signature: \_\_\_\_\_

**Appendix E**

**Language Activity Presentation**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Objectives of activity are clearly stated	10	
Steps on how to carry out the activity are clear and understood	10	
Connection between activity and skill to be taught are clearly stated	10	
Student used creativity in the creation of the activity	10	
Language practice is present at all times throughout the activity	10	
Activity is presented in an organized cohesive way and it is easy to follow	10	
Materials needed for the activity are found in the design	10	
<b>Language</b>		
Student uses language that is clear and understood	10	
Use of verbs and grammar is appropriate and correctly	10	
Syntax is appropriate and does not affect the meaning of sentences expressed	10	
<b>Total Points</b>	<b>100 (70% of content and 30% of language)</b>	<b>Student's Total Score:</b> _____

Student's signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

## Appendix F

### Lesson Plan Outline

#### Integrated Instruction Plan

**Content Area:** (Subject to be taught.)

**Grade:** (Grade level of ESOL student.)

**Lesson Theme:** (Specific to content area.)

**Length of Plan:** (One week recommended for this assignment)

**Objectives:**

**A. Language/Literacy:** (Identify language/literacy objectives)

**B. Content:** (Identify content objectives)

**Sunshine State Standards**

(<http://www.fldoe.org/bii/curriculum/sss/>)

**Components of Plan:**

1. Content specific vocabulary:

(Identify the specific vocabulary of the lesson. Do not include more than twenty words at one time. Introduce the vocabulary through the use of pictures, realia, demonstrations, charts, games, etc.)

2. Materials (include adapted texts; supplementary, modified, and/or unconventional materials): (Provide pictures, real objects, and reading passage (adapted).)

3. Strategies for developing higher order thinking skills:

(Plan activities that develop convergent and divergent thinking skills, e.g., predicting, differentiating, and summarizing.)

4. Multicultural education strategies:

(Promote an understanding and appreciation of the cultural diversity of the United States. Provide students with the opportunity to view concepts, issues, events and themes from the perspective of diverse cultural groups, and promote positive social changes within a community network.)

5. Learning strategies:

(Design activities which relate directly to learning tasks and often involve direct manipulation or transformation of learning materials, e.g. advance organization.)

6. Personal experiences:

(Provide any missing background knowledge and the cultural framework for the learner.)

7. Procedures (identify how ELL students from each level of English language proficiency will participate {i.e., Pre-Production, Early Production, Speech Emergence, Intermediate Fluency}):

(List the specific steps you will use to present the material, including specific ESOL strategies, methodology, preview and follow-up activities, which provide opportunities for students to apply new concepts and skills.)

- a. Anticipatory Set (Preview/Background/Prior Knowledge/Motivation

Steps): (Identify your ESOL teacher strategies in ***bold and italicized type***)

Modifications for ELL Levels:

- 1.
- 2.
- 3.
- 4.

- b. During (Instructional Steps):

(Identify your ESOL teacher strategies in ***bold and italicized type***)

Modifications for ELL Levels:

- 1.
- 2.
- 3.
- 4.

- c. Follow-up (Practice Steps):

(Identify your ESOL teacher strategies in ***bold and italicized type***)

Modifications for ELL Levels:

- 1.
- 2.
- 3.
- 4.

8. Parent support activities:

(Provide an activity that parents can do with their children to reinforce the concepts learned in the lesson. This might include work or activity sheets, field trips, discussions, experiments, etc.)

9. Evaluation:

(Develop alternative classroom assessment instruments such as oral interviews, charts, checklists, student self-ratings, writing samples, portfolios, cooperative evaluation activities, etc. Remember to assess knowledge of content and not language proficiency.)

Modifications for ELL Levels:

1. Pre-Production -
2. Early Production -
3. Speech Emergence -
4. Intermediate Fluency -

**Appendix F**

**Rubric to Assess Lesson Plan**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Group Integrants: \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
All components of the Unit Plan are present including modifications ELL's	10	
Language and content objectives are clearly stated and well written	10	
Student provides a clear list of materials to be used	10	
Steps are clearly stated and understood; they follow a sequence	10	
Multicultural activities, personal experiences and learning strategies are clearly stated	10	
Alternative Assessment instruments are provided	10	
Guidelines and ELL modifications for conducting Unit Plan assessments are clearly stated	10	
<b>Language</b>		
Technical vocabulary is accurately and correctly used	10	
Grammar and syntax is appropriate and correct	10	
Use of verbs are correct and appropriate	10	
<b>Total Points</b>	<b>100 (70% of content and 30% of language)</b>	<b>Student's Total Score:</b> _____

Student's Signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

## Appendix G

### Portfolio Scoring Rubrics

#### Guide for Scoring Rubrics

1. Student did not prepare the portfolio, or does not demonstrate completion or fulfillment of course goals.
2. Student demonstrates a thorough understanding and is able to apply language / learning theories to real life situations. Student demonstrates mastery of terms, critical thinking skills, in depth analysis and ability to reflect and on his / her teaching of English to students of other languages. Portfolio is neat, complete, demonstrates originality; and concept maps do not demonstrate a clear understanding and comprehension of basic concepts. Student did not follow the facilitator's instructions. He / she does not demonstrate care and interest in learning more about the subject.
3. Student demonstrates partial understanding and is partially able to apply language / learning theories to real life situations. Student demonstrates partial mastery of terms, critical thinking skills, in depth analysis and ability to reflect and on his / her teaching of English to students of other languages. Portfolio is neat; some activities or materials are not included; does not demonstrate originality and creativity, uses concept maps and color to enhance understanding and comprehension of basic concepts. Student followed the facilitator's instructions. He / she demonstrate care and some interest in learning more about the subject.
4. Student demonstrates a thorough understanding and is able to apply language / learning theories to real life situations. Student demonstrates mastery of terms, critical thinking skills, in depth analysis and ability to reflect and on his / her teaching of English to students of other languages. Portfolio is neat, complete, demonstrates originality and creativity, and uses concept maps and color to enhance understanding and comprehension of basic concepts. Student followed the facilitator's instructions. He / She demonstrate care and interest in learning more about the subject.