Perspectives on Faculty Collaboration in WL Programs
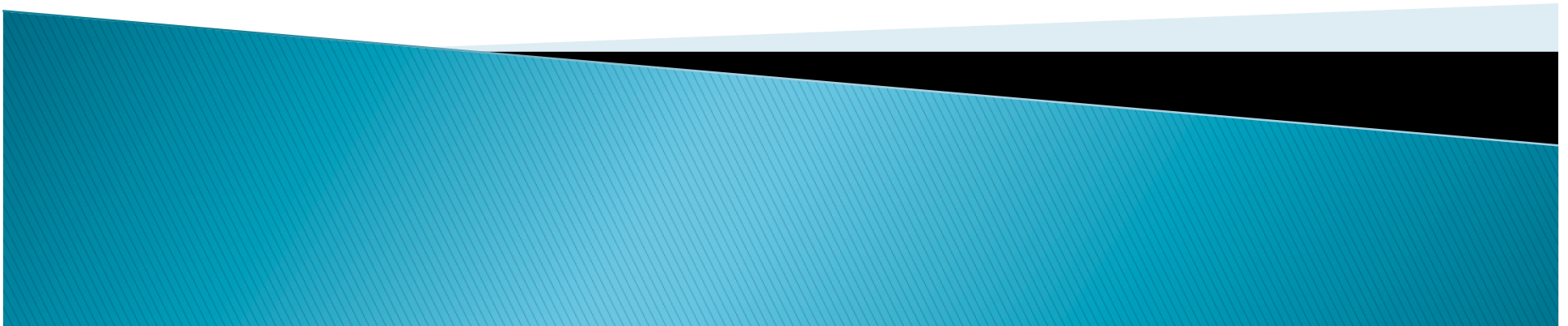
Philip Markley
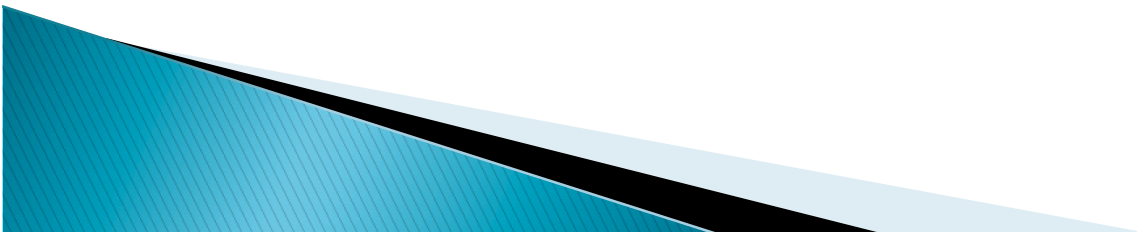Klaus Brandl
University of Washington
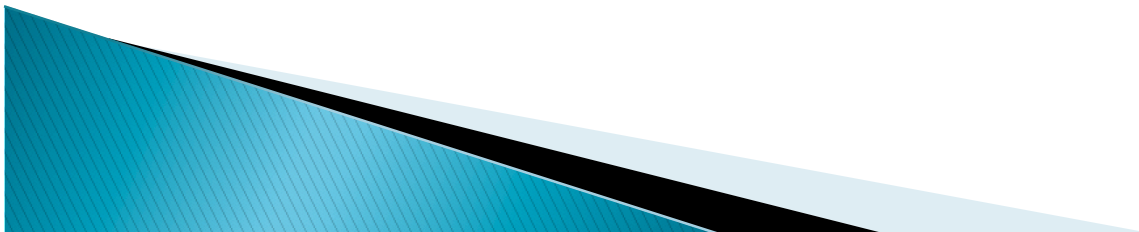
Introduction

- Challenges and dilemmas

- Solutions and training strategies

- Discussion

1. Challenges and dilemmas

- Achieving and maintaining quality of teacher performance

- Optimizing pedagogical strategies

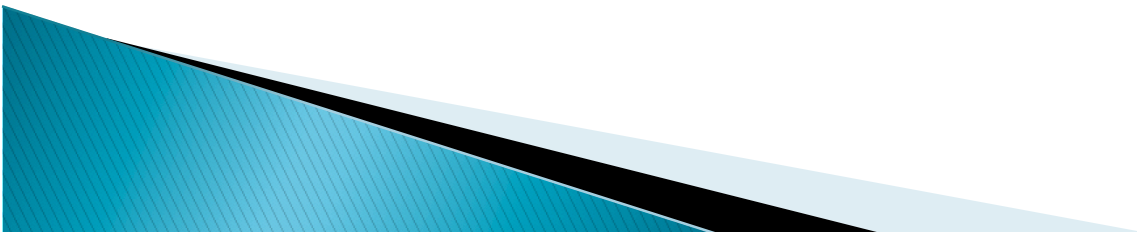- Pedagogical issues

- Systemic issues

1. Challenges and dilemmas

Achieving and maintaining quality of teacher performance

- teachers' backgrounds and experiences

    o MA in a Teacher Education Program
   o advanced-level language skills

Understanding course objectives
103-level proficiency skills

103-level proficiency skills

Intermediate Mid (ACTFL scale/ FSI scale (1-1+)

▸ Speakers at the Intermediate Mid sublevel are able to handle successfully **a variety of** uncomplicated communicative tasks in **straightforward social situations**.

▸ Conversation is generally limited to those predictable and concrete exchanges necessary for **survival in the target culture**.

▸ These include **personal information related to self, family, home, daily activities, interests** and personal preferences, as well as **physical and social needs**, such as **food, shopping, travel**, and **lodging**.

▸ Intermediate Mid speakers tend to function reactively, for example,
  ◦ by responding to direct questions or requests for information.
  ◦ they are capable of asking a variety of questions when necessary to obtain **simple information to satisfy basic needs, such as directions, prices, and services**.

▸ Intermediate Mid speakers are able to express personal meaning by **producing language typically consisting of sentences and strings of sentences**.

▸ Their speech may contain **pauses, reformulations**, and **self-corrections** as they search for adequate vocabulary and appropriate language forms to express themselves.
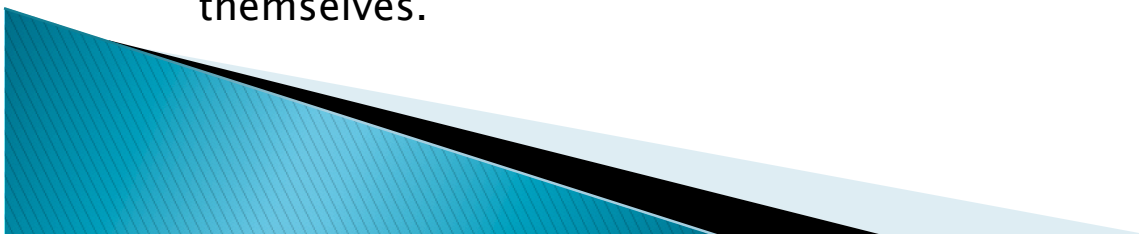
Optimizing pedagogical strategies

Principles of learning

‣ Input needs to be rich

‣ Input needs to be meaningful, comprehensible and elaborated

‣ Learning by doing (task-based)/cooperative learning strategies/communicative use of language by interacting

‣ Focus on form (grammar) vs. focus on formS

‣ Feedback promotes the learning process

‣ Affective factors impact the learning process

Brandl, K. (2008) *Communicative Language Teaching in Action*. Pearson Prentice Hall.

Pedagogical issues

- lack of consistency of TL use and remaining comprehensible

- use of TL and immediate repetition in English

- students speak too much English

- dominance of teacher-centered instruction

- understanding task designs and purposes
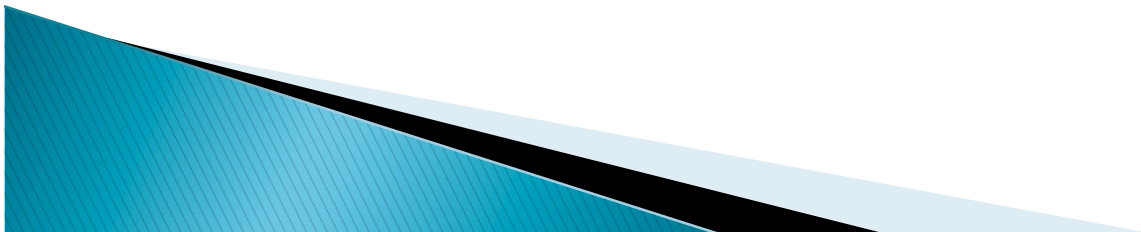
Systemic issues

- ## lack of resources in schools (some schools use old editions of textbooks)

- ## big classes (up to 40 students in one class)

- ## heterogeneous student bodies (e.g., combination of 3rd and 4th-year students/103 HS in College program participants/non-participants)

- ## technology problems (e.g., access to Internet is often restricted in schools; use of different browser, policies, platforms, computers)
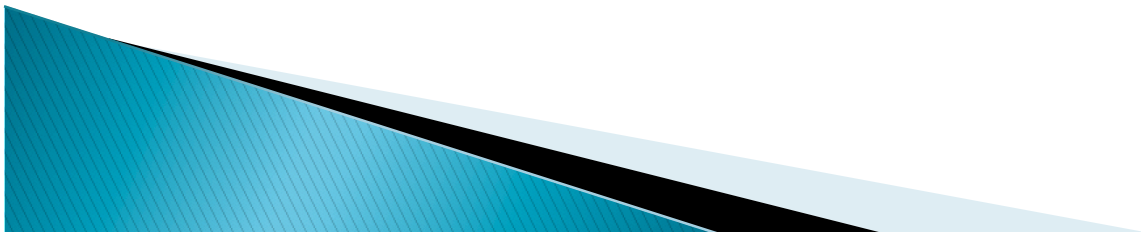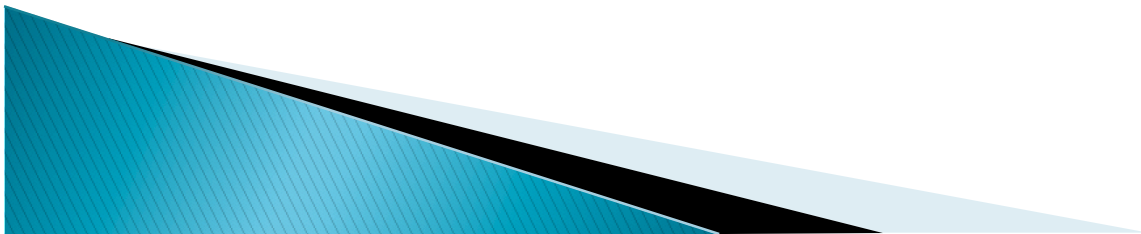
II. Solutions and training strategies

- A. Individual training

- B. Group training
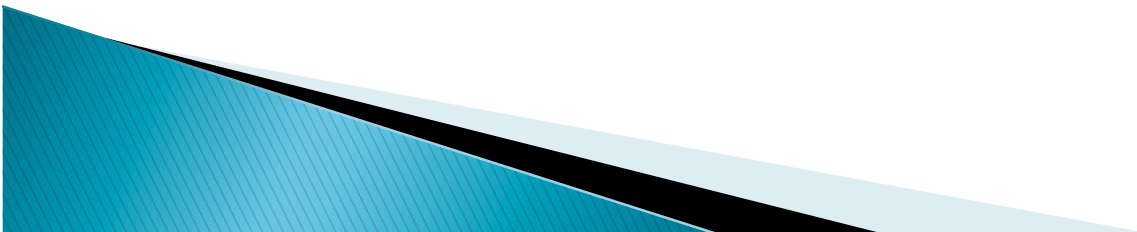
Individual training

Training elements:

- two annual class observations
- written follow-up report
- individual follow-up conference
- class observations of 103 classes at the UW campus (suggested/required)

Individual training

1. Follow-up conferences:

▸ Scheduling:
  classes need to be scheduled so there is time for at least 30 min to talk about the class
  follow-up meeting is mandatory

▸ Goals and purpose:
  ◦ to establish personal connections, trust and confidence
  ◦ to identify school/teacher-specific issues
  ◦ to provide concrete pedagogical suggestions and solutions
  ◦ to discuss long term and follow-up strategies

  Mentoring style: collegial

▸ Examples:
  ◦ Self-awareness questionnaires for students to increase their target language use
  ◦ Structure: Focus is on two questions: What went well? What could be improved?

2. Class observations of 103 classes at the UW campus
  ◦ face-saving strategy advertised as ongoing training and well received by the principal
  ◦ financially supported by the UW in HS program
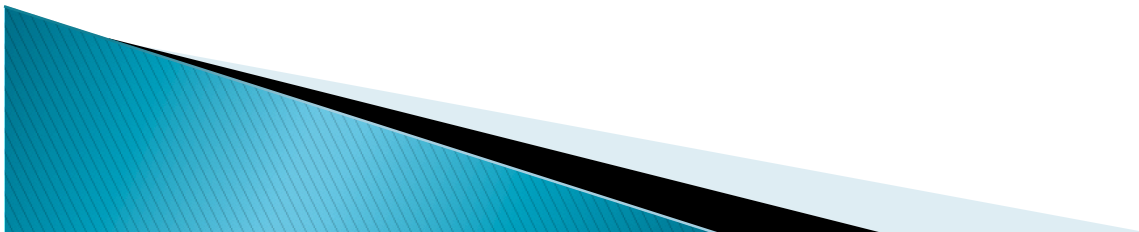
Group training

Training strategies:

1. 30-min demo class taught by a teacher with experience at the college and HS level
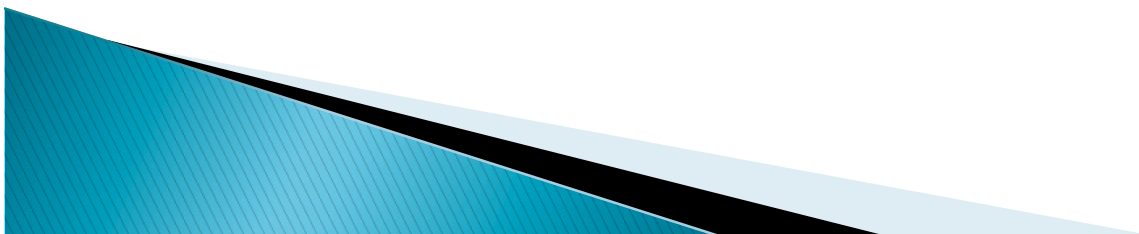
    rationale:
    - HS often excuse themselves and claim that some strategies do not work in HS
    - teachers often do not see each other teach
    - HS like to see model classes and a UW teacher

2. Grading and scoring of oral and written 103-level student performance and discussion of rubrics and standards

3. Hands-on demonstrations of new programmatic features (textbook materials or technology features)

4. Establishing connections and problem-solving discussions

Discussion