Content and Strategy Centered Teaching and Learning: The Correspondence between Activities Related to Perspectives of Interest and Phases of a lesson

Martin Odudukudu[1]

[1]New York Institute of Teacher Education (nyite)

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Abstract

This article is intended to explain perspectives of interest and phases of lesson and their relationships

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Abstract

Many teachers deliver instructions without a conscious awareness of which perspectives of their students' interest they are stimulating or how the perspectives of their students' interest relate to the phases of the lesson. In fact, in numerous teachers' observation and evaluation reports, most of the teachers are found to engage students with activities related to the middle phase of a lesson when they ought to be engaged in activities related to the first phase; teachers are seen attempting to engage students in trying to learn the topic concepts even when the students have not learned to develop the resources through which they would learn said concepts. Teaching without a conscious awareness of which perspectives of the students' interest a particular instruction is stimulating is an exemplar of the traditional teaching practice. The traditional teaching practice occurs when teachers do not take students' interest into account and is typified by a focus on force-feeding students with predigested concepts; it is commonplace.

Using the Phenomenological Research Method, the aim of this study is to explain the elements of the perspectives of interest and the phases of a lesson. In this research, the views proffered by Renninger and Heidi (2013) and Hogheima and Reba (2015) on perspectives of interest have been discussed. The focus is on identifying perspectives of interest and explaining how the activities related to perspectives of interest correspond to the activities related to the phases of a lesson. The relationships between perspectives of interest and phases of a lesson are identified and explained. Activities related to perspectives of interest are found reflected in a circle of knowledge development, i.e. the perspectives of interest from the point of perceiving an appearance to the representing and operationalizing of a representation reflect a complete circle of knowledge development. The correspondence between activities related to perspectives of interest and those related to phases of a lesson are identified and explained.

Introduction

To corroborate his definition of interest, Dewey (1934) points out that the etiology of the word "interest" indicates that it originates from Latin or old French. In French, the original word is "inter-esse," which means "interest" or "to be amid thing(s) (objects, events or problems)." Dewey (1934) explained that an individual who is amid objects or problems would be seeking to extricate themselves from these, otherwise they would remain with the objects or problems. When extricating oneself from objects or problems, a person thinks; whereas, if the person does not extricate themselves from objects or problems, they do not. "I think, therefore I am," is a popular saying by the 17th century French philosopher, René Descartes. In other words, when interested, one is amid events, determining and influencing events/objects as well as being influenced by the same. This is accomplished through a cognitive process that may be described as mentally positioning oneself. This first requires cognitive operation and the process of characterizing an element or an event of a situation, which one seeks to extricate themselves from.

The cognitive process of extricating or of positioning oneself for advantage is a cognitive process, which may be the process that forms the thinking system later on in life as one gains increased familiarity with objects of experience (Jonas, 2011). In other words, amid events, one is just like another event—with little or no knowledge of the events (Dewey, 1934). Therefore, one thinks; one begins to characterize the objects and differentiate/reclaim oneself from objects or, otherwise, remains with the objects (Dewey, 1934). Here, however, one may get confused between objective thinking, the thinking through which one seeks to secure a determined object for pure thinking, or the thinking through which one seeks to determine the nature of an object; these are not the same (Allison, 2012). In objective thinking, one does not have access to inner objects, and science is impossible (Redun, 2009). Without pure thinking, one cannot be said to possess "inter esse" or be amid objects; one does not go beyond the initial appearance of an object (Dewey, 1934). Thus, thinking is said to be objective (Allison, 2012), and thinking does do not help extricate oneself from objects or problems (Dewey, 1934).

Fundamentally, prior to reaching an objective learning situation, a student possesses and expresses interest; the student determines advantage of an object, a task, or a task situation. Therefore, a student is said to have great, little, or no interest in a task. One who seeks to determine the advantage of a task is doing so because they do not have such (determined) an advantage. Determining the advantage of an object appropriately captures what one does when one is said to express interest. In defining interest, Dewey (1934) points out that the etiology and etymology of the word "interest" indicate that it has its origin in the Latin or old French language. In French, the original word is "inter-esse," which means "interest" or "to be amid (undetermined) objects or problems." The author explained that one who is amid problems must seek to extricate oneself from it; one seeks and obtains an advantage, or one would remain amid the objects or problems. In such a situation, one thinks; otherwise, one does not extricate themselves from amidst the objects or problems—one does not distinguish oneself from objects, and one is not. "I think, therefore I am," is a popular saying by the 17th century French philosopher, René Descartes.

A person thinks about impending tasks, objects, and/or situations to ascertain the value of the associated advantage. Without an opportunity or the capacity to think about the advantage offered by an object, task, or situation prior to getting into it, one might be forced or unknowingly thrust into it. One might not determine or understand the correct value of the task or situation before getting into it. If one must nevertheless engage with such an object, task, or situation, one must start to figure out the advantage of the object, task, or situation and what one should do with the object, task, or situation in order to gain an advantage (if there be any). Thus, one who cannot determine the advantage of an object, task, or situation becomes more easily and increasingly frustrated with the challenging occurrence in the object, task, or situation. If, on the other hand, one had thoroughly thought about an object, task, or situation prior to arriving in it, one would have determined and classified the object, task, or situation as having a great, little, or no advantage; thus, one might express great, little, or no interest in the object, task, or situation and engage with it accordingly. However, many of our children do not receive this opportunity to develop their capacities.

Problem Statement

Nationally, one in four high school students drop out during high school, and these drop-outs are mostly poverty-stricken children (Rahimi & Delores Liston, 2016). These students mostly come from poor homes/communities; they go through experiences that are at odds with school learning, and their thinking and interest are greatly misaligned with the formal school learning focus. Therefore, the students do get the opportunities to learn at their best. For example, prior to a task situation, the students may be engrossed in their personal concerns or interests; nevertheless, many teachers focus on content teaching and undermine students' interest. Many teachers often fail to help their students understand the relationships between the object of students' interest and the object of a lesson. Several teachers do not help students clarify their experiences.

Specifically, numerous teachers do not identify the different phases of a lesson and related activities through which students may facilitate their efforts. Instead, many teachers deliver instructions without consistency in terms of the activities related to the phases; they do not teach what and how students should be learning at the different phases. Therefore, many students are often at a loss as to how, what, and why they must be learning at a given phase of a lesson. Students fail to understand or develop interest in the activities related to the phases of lesson. Consequently, several are often uncertain about what the teacher expects them to learn. Therefore, continuing to attend to personal concerns while engaging in the tasks; they learn with divided attention.

Research Questions

What are the phases of a lesson plan and how might they be related to the perspectives of the students' interest?

How might the activities of the phases of a lesson or an instructional plan be compared to the perspectives of the students' interest?

Purpose of the Study

Using the phenomenological research method, the purpose of this research is to identify and describe the phases of a lesson that are related to the perspectives of the students' interest. The goal here is to identify and explain how the activities related to the perspectives of the students' interest may be the same as activities related to the phases of a lesson and, thus, to supply the missing link through which students can develop an interest in learning tasks. When the activities of the phases of a lesson are identified to be related to the perspectives of the students' interest, the lesson is said to be Content and Strategy Centered.

Methodology

The significance and implications of recent theories of interest are reviewed and explored. The perspectives of the students' interests identified by Renninger and Heidi (2006) and Høgheima and Reber (2015) are revisited, and the relationships between these perspectives and the phases of a lesson are further identified, described, and explained.

Literature Review

Dewey (1934) indicated that a person goes through activities related to their perspectives of interest in order to determine and classify an object. Dewey explained that, in interest, a person is amid an object or problem, and they identify the object or situation in order to extricate themselves from it. Allison (2012) specified, with greater clarity, that to identify an object, (1) a person must first have or be in a disposition to perceive an occurrence (an appearance) of the object, after which (2) a person must generate elements through which to characterize/describe the appearance; then, (3) a person represents the object. Furthermore, to explain

public and private language or rules, Wittgenstein (1952) and Tully (2014) pointed out that there is a private and a public version of a represented object. Tully (2014) explained the private and public versions of a representation; they indicated that the private version is whatever seems right to (4) a person independent of any external contrary argument. The public version, on the other hand, is when (5) a person represents an experience according to the rules they share with others. Thus, together, perspectives of interest or phases of activities—from perception of an appearance to representing the appearance as an advantage—may be characterized as a full circle of knowledge development consisting of the perspectives (1–5) indicated above and the associated activities.

Fundamentally, all human activities involve thinking (Dewey, 1934). Dewey explained that one who is amid problems would be engaged in extricating themselves from it; otherwise, one would remain amid the objects or problem. In the former case, one thinks; if this is not the case, one does not extricate oneself from objects or problems—they do not differentiate themselves from the object and are not thinking. "I think therefore, I am," is a popular saying by the 17th century French philosopher, René Descartes, and is another way of saying the above regarding what one does when finding oneself in a problem. However, problems arise when one equates all thought processes, specifically when one does not differentiate between pure and objective thinking (Allison, 2012). When one encounters a novel occurrence, they perceive an appearance and seek to determine a related object; one may also strive to determine how an object relates to other (empirical) objects (Allison, 2012). Nevertheless, Allison pointed out that many people do not consider or distinguish between the thinking processes through which a person perceives an appearance and determines a representation*(pure thinking*) and/or the processes through which a person determines relationships among the determined objects (*objective thinking*).

Allison (2012) and Quine (1960) indicated that when a person encounters a novel occurrence, they perceive an appearance and seek to determine a related object; one may also strive to determine how an object relates to themselves and others (Allison, 2012). Quite often, however, several people do not differentiate between the thought processes through which a person may perceive an appearance and determine a representation*(pure thinking*) and through which a person determines relationships among objects or *objective thinking* (Allison, 2012). Quine (1960) explained that that if a person went to a remote village where people speak an unfamiliar language, they may hear noises at first and not understand what is being communicated. They may perceive, characterize, and represent the sound as noise and not yet have the capacity to translate the noises into meaningful representations. At the point where one can translate the perceived noises into meaningful representations, they will be operating at an objective level of thought activities (Allison, 2012). An important point that Quine (1960) and Allison (2012) made regarding thought processes is that, in order to find an object meaningful, one must (1) be disposed to perceive appearances, (2) generate elements to characterize the appearance of the object, (3) synthesize or connect the elements to represent the object, (4) determine the relationship among objects, and (5) determine the relationship between objects and themselves. In other words, the human capacities demonstrated in these phases must be developed in order for them to become useful and effective (Dewey, 1934). A person must (a) be disposed to perceiving the appearance, or there may be an occurrence but without a perception (Redun, 2009; Allison, 2012), (b) analyze the perceived appearance, generate the elements, or means through which to characterize the appearance, otherwise they do not represent the appearance as a unique occurrence (Allison, 2012), and (c) synthesize the elements generated, otherwise a person does not ascribe the elements generated to the object of appearance and represent/determine the appearance as an object (Allison, 2012). In addition, for a determined object to become functional, the meaning of the object must be determined in relation to (d) oneself (meaning it could be private) or (e) others (meaning it could be public) (Tully, 2014).

Bloom (2002), supporting Quinne (1960), points out that, in learning, one does not simply perceive an occurrence and transition to the mode of referencing experiences; rather, one must first perceive and characterize the occurrence. In other words, Bloom's (2002) concern is not merely about how one knows that a word refers to an object but about how a person who hears a sound knows that it is a word or that an emitted sound is intended to be a meaningful word and not a meaningless occurrence/sound. Bloom also indicated that, to represent a sound as meaningful, one must go through the processes of determining the sound as

such. The author pointed out that when one perceives a sound made by people in a foreign community, the first thing one does in the process of understanding the occurrence or word is not to operationalize it (apply/use the word), as there is no "it" yet. Instead, the first thing one does is generate attributes through which the occurrences are characterized and identified (determined and represented) as a specific word, i.e. understand a word as being uniquely different from the other.

Generating attributes through which to characterize, identify, and/or understand whether a sound is recognized as a word that has certain unique characteristics requires appropriating the elements of a context (or environment) in order to develop a deeper and more uniquely different representation/object of occurrence (Bloom, 2002). Here, one who perceives a sound and who is seeking to determine whether the sound is a noise or a word that has certain unique characteristics does not worry as yet about the relevance of the object or word, i.e. whether the object or word relates to another; rather, one is concerned at first about what the sound/word is. For the empiricist, however, there can only be one type of thinking: that of hearing and operating in accordance to the heard words. To the empiricist, they have to only hear a word, and they automatically seek to engage and operate in accordance to said word; one receives/perceives an object and applies it as such (Allison, 2012; Quinne, 2000).

Allison (2012) explained that representing an appearance as an object also involves thought processes. Here, pure thinking is expressed through imagination and differs from thinking expressed through objects or objective thinking (Allison, 2012; Quinne, 2000). Pure thinking helps identify an object by generating related attributes, but empirical thinking helps determine how one object relates to another by referencing past experiences; one is pure, while the other is objective (Allison, 2012). In this study, perceiving a sound and/or recognizing it as a noise or as a word with certain unique characteristics is due to a certain capacity without which one cannot sustain and/or intentionally revisit past experiences and develop a more refined or scientific representation (Quinne, 2000). In other words, an appearance is an effect on one's consciousness and is guided and/or determined by the same (Allison, 2012; Quinne, 2000). When a person perceives an appearance, they generate corresponding attributes based on their consciousness; accordingly, the thinking through which a person perceives an appearance and obtains an occurrence is pure thinking (without an object). So far, as it is guided by self-consciousness, it is the self among the elements of a situation and is the "inter esse" or interest but not a desire (Dewey, 1934; Whealer, 2009; Jonas, 2014).

Dewey (1934) indicated that learning an alien word is equivalent to what one does when they perceive an appearance or assume an unfamiliar task situation without the tools required for the task, engage in a learning situation, or develop capacities to address problems in a given situation (Note: Developing a capacity to address a problem—figuring out the problem—is not the same as addressing or resolving the problem). In an actual/objective situation, a student might be responding to a pure or objective concern. The student's response to objective occurrences depend on the extent to which they have developed their capacities through pure thinking, and student grows accordingly (Dewey, 1934). In other words, a student may either be determining or interpreting a strange sound. They may be perceiving the sound for the first time in their life; therefore, to determine and represent a sound, they must go through the pure thinking process (Allison, 2012; Quinne, 2000). When the student is learning to interpret a sound, their thinking is different; they seek to understand relationships between the sound in light of the other sounds. Here, the thinking is about the sound in relation to their prior knowledge of other sounds; thus, students are said to respond to objective concerns.

Consider, for example, a man who strives to sustain his family. To achieve success, the man does not simply dive headlong into engaging with the tasks and expects such tasks to yield an advantage or yield the means for sustaining his family; rather, he painstakingly thinks about what he must do and how to achieve a determined advantage. Prior to having a determined advantage, it had to be determined first. Dewey (1933) indicated that for a man who strives to sustain his family, his *undetermined* advantage (his ideal) may be a need for honor from his family. When the advantage is undetermined and the man is still uncertain about the events that must be worked out or determined in association with the advantage, the man will not follow up with an action to achieve the advantage. Rather, the man must first identify the advantage and related

actions as being worthwhile. Here, the undetermined advantage would differ from the determined one. In other words, an advantage is undetermined when a person has only an ideal. However, when a person knows what a person has to do in order to achieve an advantage, the advantage would have to be determined in relation to others. To get to the point where a person does something to achieve an advantage, they would have had to determine an advantage in relation to others.

Therefore, when we say that a man is interested in sustaining his family, it is entailed that the man is amid events, engaged in determining the advantage of the situation. Furthermore, a determination of an ideal or an advantage is appropriately called so because it has an intended end. The intended end of a determined advantage is objective, and the man also seeks to achieve the objective/physical benefits of a determined advantage. Accordingly, interest is said to have pure and objective perspectives (Dewey, 1934). In other words, in pure thinking, wherein a person perceives appearance and determines an object, the person must be (1) amid events (be sentient or self-conscious) to perceives an appearance, (2) generate elements through which to determine and represent the ideal, and (3) ascribe or attribute the elements to the perceived appearance and characterize the uniqueness of the object (Allison, 2012). Furthermore, the man must also operationalize the determined object to obtain it along with the advantage determined. After a man determines an object, the man must also ably determine the relationships between the object and others, i.e., figure out how to achieve the determined object in order to achieve an advantage. Thus, when a man encounters an obstacle in the course of seeking to accomplish tasks—securing an advantage to sustain his family rather than give up the task—he might revisit the activities related to the perspectives of his interest; the person is said to be amid a problem. They consider what might have gone wrong in any of the phases of their interest, address and resolve the phase where things went wrong, reaffirm the phase, and resume task. Thus, *the man is said to persevere with a task of express interest.* The tendencies of interest that arise when one must resolve and reaffirm a process phase were often conflated with tendencies of the desires arising when one has to secure a determined object or advantage, and they differ (Dewey, 1933).

Dewey (1934) indicated that prior to being amid a problem—prior to determining an advantage—a person who encounters an obstacle would have engaged a determined object. In other words, just as an individual must be self-conscious in order to perceive an appearance and represent an object, thus differentiating the self from a perceived objective, they must also determine the relationships among the objects to obtain a determined advantage (Dewey, 1934; Reidun, 2008). The man must be engaged with objective perspective to identify an advantage. Previously, the activities involved in these different perspectives, in determining and in securing advantage, interest and desire, were often interpreted as the same (Dewey, 1934). A person who is expressing interest is assumed to express a desire; thus, the assumption that when a person who has an interest faces difficulties associated with their object, the person would not remain engaged with the object. Instead, the person would simply become averse to the object/task and move on to something else (Dewey, 1934). The result of this presumptive view of interest is that most teachers were often frustrated when they had to apply the concepts of interest in order to help their students learn. Therefore, they lost the incentive to listen to the researchers talk about concepts of interest and simply focused on teaching the content (Jonas, 2014).

When a person perceives and determines appearance and/or represents an object, and further engages in operationalizing, applying the object, or representation it as meaningful, they are said to have completed the activities in a circle of knowledge development that consists of phases or perspective. The person would have gone through the perspectives through which a person determines and applies a meaningful representation to the advantage for themselves (Dewey, 1934). In other words, the activities related to the perspectives of interest (or the perspective of thinking through which a person determines appearance, expresses interest, and operationalizes an object) may be the same as the activities related to the phases of a lesson. The activities associated with the perspective of the interest (activities from perceiving an appearance to representing and operationalizing an object) may be represented to correspond to the phases of activities in a circle of knowledge development in the same manner as the activities associated with the phases of a lesson may be represented to correspond to phases of activities in a circle of knowledge development. Specifically, in interest, one develops knowledge and reinforces it; similarly, in the phases of a lesson, students develop knowledge

and reinforce their capacities to achieve progress. Just as the activities related to perspectives of interest are intended to reinforce efforts and achieve progress, the activities related to the phases of lessons are intended to reinforce the students' capacities to achieve progress; thus, activities related to the perspectives of interest are said to correspond to activities related to the phases of a lesson.

Methodology

The purpose of this research is to explain how the activities related to the perspectives of students correspond to the activities related to the phases of a lesson using the phenomenological research method. Allison (2012) indicated that thinking must be executed in three main phases to produce a representation; Tully (2014) also explained that meaningful representation is either public or private. These modes or perspectives of thinking identified by Allison (2012) and Tully (2014) will be explained in order to emphasize the phases of activities through which a lesson may be delivered to more effectively help students develop an interest in learning tasks. The activities related to thinking perspectives, identified by Tully (2014) and Allison (2012), are recognized, and the perspectives of students' thinking and/or interest are determined in relation to the phases of a lesson.

RESULT – Discussion of Result

Content and Strategy Centered Teaching or hands-on and mind-on teaching are different manners of referring to the same idea. Content and strategy centered teaching methods emphasize the significance of the perspectives of interest and desire and the phases of the thinking processes through which a person determines a meaningful representation by virtue of which one determines and operationalizes a representation of an advantage. Activities related to the phases of a content and strategy centered lesson correspond to the activities of circle of knowledge development phases. The phases of thinking when determining and operationalizing a representation may be referred to as phases of a circle of knowledge development or phases of activities in a lesson. The phases of activities in a lesson, therefore, correspond to the five perspectives of interest and desire. The phases are designed to work together in order to address the two modes of thinking, identified above as being related to interest and desire, and to facilitate mind-on and hands-on perspectives of teaching and learning. Each instructional step is intended to facilitate the students' efforts in understanding how to learn. These instructional phases/steps include the following:

(1) Triggered Interest Strategy Teaching, which is intended to trigger the students' interest and help connect these with tasks. This may be achieved by discussing those concerns of the students that are related to the learning tasks.

(2) Maintained Interest Strategy Teaching, which is intended to help students gain access to resources for learning/tasks. The teacher may clarify how the task is related to a previous task, specifying work materials or clarifying the context for understanding lesson tasks.

(3) Sustained Interest Strategy Teaching, which is intended to help students develop domain tendencies/nuances. Teachers identify and explain the domain concepts, formulas, and strategies and involve students in the same activities as practitioners in the domain.

(4) Shared Interest Strategy Teaching, which is focused on guiding students through socializing their acquired knowledge with others; students exchange feedback with others based on the lesson taught by the teacher. The teacher guides students to develop the skills/attitudes of domain practitioners.

(5) Personal Interest Strategy Teaching, which is intended to help the student become aware of their individual and creative capacities and own the outcomes of their efforts. The teacher guides students to approach and address assigned tasks independently; students model domain practitioners as well as develop and employ formulas and strategies.

I. CSCTL

Where inattention is caused due to the student being**unconscious** of the connections that exist between the tasks and the student's concerns/interest, they do not connect the lesson to real life experiences; students may fail to **see** the drift or may need to put efforts into learning tasks. Thus, the lesson may fail to show connection between in- and out-of-school activities or elicit student interest (Dewey, 1834).

II. CSCTL

When engaged with tasks, students need resources that may enable or facilitate the addressing of the tasks. When inattention is created because the students lack an awareness of the relevant resources, they perceive tasks to be increasingly difficult to accomplish; therefore, the benefits of tasks might appear to be unattainable. Thus, the students may see the benefits of the tasks as unnecessary (Dewey, 1834).

III. CSCTL

Practicing how to solve problems (problem-solving instances) differs from learning the formulas or strategies through which problem-solving instances can be simplified. When inattention is caused due to students not learning the formulas/strategies through which to solve problems—that is, differentiate content teaching(problem-solving instances) from strategy teaching(strategy learning)—students learn to simplify tasks without the formulas/strategies and may learn predigested concepts; however, the learning would be laborious (Dewey, 1834).

IV. CSCTL

When inattention is created because the students lack opportunities to share and/or socialize their learning achievements, they do not engage in activities that would enable them to understand the values of learning achievements and what to retain or discard. When inattention is caused by students not sharing and or socializing their learning achievements, they do not retain information well or familiarize themselves with the necessary domain formulas, strategies, and concepts.

V CSCTL

When inattention is caused by students lacking the opportunities to learn and independently engage in learning in order to recreate problems for themselves, they do not learn independent of the teachers. Students do not generate, **develop and own** knowledge, and they do not learn how to learn or develop increased familiarity with or**understand** the concepts, formulas, and strategies. Students tend to develop increased difficulties in **recalling** and/or**applying** formulas, strategies, and concepts during tasks.

What the Result Means

I. TRIGGER STUDENT INTEREST

CONNECT STUDENTS' INTEREST/CONCERN WITH LEARNING TASK

Promote students' agreement with and confidence in the efficacy of the learning tasks

When inattention is created because the students lack confidence in the efficacy of the learning tasks, lack an understanding of the existing connections between lesson and students' interest, or do not connect the lesson to real-life experiences, they may fail to **see** an inroad into understanding the lesson. Thus, the lesson may fail to elicit the students' interest.

Students' Difficulties Due to the Lack of a Connection between Tasks and Interest:

(1) Students lack an understanding of the connections between their interest/concerns and task.

(2) Students do not connect their concerns/interest with learning tasks.

(3) Students do not understand the connection between their interest/concerns and task.

(4) Therefore, tasks may appear to be difficult, tedious, and drudgeries (Dewey, 1934).

Evidence of Failing to Trigger Interest:

(1) Students are uncertain or even anxious.

(2) Students sit by themselves or in familiar groups.

(3) Students engage in negative activities that are unrelated to the tasks.

(4) Students are unfriendly to one another or approach tasks with negative attitudes.

Helping Students Understand Connections between Tasks and Their Interest:

(1) Using dialog and differentiated questions to engage the students in discussing their concerns, recent experiences, or current events

(2) Adhering to a daily routine in the classroom and posting a daily schedule in written or pictorial form so that the students know the tasks in accordance to their priority

(3) Beginning each study unit with a discussion and a calendar that outlines progress points and due dates for all assigned tasks

(4) Reducing the students' anxiety in the context of participating in class activities by asking varied questions and helping diffident students to be freely included in the learning process

II. MAINTAIN STUDENTS' INTEREST

IDENTIFYING RESOURCES FOR LEARNING

Promote students' awareness of Learning Resources or develop a context to facilitate learning tasks

Where inattention to learning tasks is caused by the students' lack of awareness of the necessary or relevant resources to accomplish tasks, the TASK may be irrelevant. Thus, the tasks might appear difficult, and students might fail to pay attention it.

Students' Difficulties/Challenges Due to a Lack of Awareness of Resources:

(1) Students lack an awareness of the resources available for the task.

(2) Students fail to gain access to means through which they may follow the instruction.

(3) The instructions may be seen by the students as unyielding or difficult (Dewey, 1934).

(4) Students may fail to see or consider the possible connections between their concerns/interest and the learning tasks.

Evidence of Lacking an Awareness of Resources:

(1) Students look or appear frustrated due to the difficulties of tasks.

(2) Students fail to see how they can help themselves.

(3) Students may feel confused and might struggle.

(4) Student may be reluctant or even fail to engage in a task.

(5) Students try but do not feel excited about tasks or complete them.

Developing Students' Awareness of Physical and Mental Resources:

(1) Explain the resources and the ideal context for learning and understanding the instruction

(2) Explain the how, when, and why of the teacher prompts and how students are to respond in order to learn the concept(s) well

(3) Develop and maintain a print-rich classroom, wherein various concepts, formulas, and strategies with explanations are generously displayed on classroom walls

(4) Highlight and re-explain the concepts, formulas, and strategies required for the lesson

(5) Preview and review the materials to be learned while giving instructions

(6) Connect the present to past learning with the intention of helping students understand how the tasks relate to the students' concern (determined in step I, revisit)

(7) Provide students with tasks that they are likely to find meaningful and relevant

(8) Explain the resources and the ideal context for learning the concept(s); explain teacher prompts and how students are to respond in order to learn the concept(s)

(9) Provide students with an outline of the subject to be covered or jointly develop a graphic organizer to demonstrate the relationships between ideas, activities, or information

III. SUSTAIN STUDENTS' INTEREST

EXPLAINING CONCEPTS, FORMULAS, AND STRATEGIES

Sustain Students' Awareness of the Domain Practices and activities.

When students' inattention is created because they do not develop an increased understanding of concepts, formulas, and strategies, they may create their own concept, formulas, and strategies, and the tasks are often laborious and time-consuming.

Students may not be learning to develop the domain concepts, formulas, and strategies.

When students' inattention is caused due to their lack of an understanding of domain concepts, formulas and strategies:

(1) Students' lack the means to simplify and address

instructional tasks.

(2) Students fail to gain access to means through which they may simplify learning tasks.

(3) Tasks may be perceived by students to be excessively difficult (Dewey, 1934).

(4) Student may fail to see or consider the connections between concepts, formulas, and strategies.

Evidence of Lacking Awareness of the Relevant Concepts, Formulas, Strategies:

(1) Students look or appear frustrated due to the difficulties of the tasks.

(2) Students wonder how they can help themselves.

(3) Student may feel confused and struggle with tasks.

(4) Students try but do not feel excited about task or complete them.

(5) Students seek to engage in other activities that are unrelated to the assigned task.

Promoting Students' Understanding of Domain Practices and Activities:

(1) Explain the concepts, formulas, and strategies for learning and addressing the topic of instruction

(2) Introduce and help students use relevant technologies (thinking maps and graphic organizer) to simplify learning tasks

(3) Augment presentations by using visual props or aids. Use technologies (thinking maps and graphic organizer) to simplify concepts for students' instances/evidence.

(4) Assist students in organizing information based on sequence, categories, and classification

(5) Provide students with study guides that emphasize important terms and questions that focus on the concepts, formulas, and strategies that you want the students to remember

(6) Shorten the teacher's presentation time and independent work period and seat students so they can clearly see and hear the teacher

(7) Provide a summary of the concepts and of the skills that were covered in previous tasks and classes, and highlight important concepts or features to improve the students' retention of the information

IV. SHARED STUDENTS' INTEREST

GUIDE STUDENTS TO SHARE KNOWLEDGE ACHIEVEMENTS WITH ONE ANOTHER

Promote students' familiarity with domain activities and practices and their understanding of the values of their knowledge achievements

Where inattention is caused because the students do not share knowledge achievements and do not learn to evaluate or understand the values that others attach to their knowledge achievements.

When students fail to socialize/share their knowledge achievements, they do not

(1) learn from one another,

(2) break down information into smaller, useful, and interrelated units,

(3) develop an understanding of the values/worth of their knowledge achievements,

(4) recall information quickly, accurately, or easily, and

(5) use the material in one context/situation but are not able to recall or use the same information in another context or situation.

Evidence of Failures to Share Achieved Knowledge of Domain Practices and Activities:

(1) Students look or appear frustrated due to the difficulties of the tasks.

(2) Students wonder or are uncertain regarding how they can help themselves.

(3) Students may be uncertain about the practices and activities of a domain.

(4) Students try but do not feel excited about tasks or complete them.

Promoting Students Efforts to Socialize and Familiarize with One Another:

Write key terms and concepts on the board as you interpret or rephrase students' views, when necessary, so other students may understand them

(2) Ensure that students emphasize the phase of the problem they want the others to consider

(3) Ensure that students model domain practices and strategies

(4) Encourage students to use technologies (thinking maps and graphic organizer) to simplify tasks

(5) Use a specific and consistent structure when delivering instruction; for example, in a CSCTL lesson plan, STEP 3 is always "how an expert would handle the tasks."

(6) Shorten the teacher's presentation time and independent work period and seat the students so they can clearly see and hear the teacher

V. STUDENTS' PERSONAL INTEREST

GUIDE STUDENTS TO DEVELOP PERSONAL LEARNING PRACTICES

Promote students' independent/personal learning practices; help students to independently develop a personal understanding of domain practices and activities. Promote retrieval and retention.

When inattention is created because students do not engage in independent learning activities they may not learn to develop independent/personal learning strategies.

1. When students do not develop personal or independent learning strategies, they may not learn to retain or retrieve formulas, strategies, and concepts. Additionally, the students are
2. easily distracted or inattentive during an oral presentation,
3. daydream or are restless when require to listen,
4. ask the teacher or their mates to repeat facts that were just presented, and
5. give answers that are unrelated to the proposed questions.

Promoting Students' Independent Learning Efforts during Learning Tasks:

(1) Provide enough time for students to engage in independent practice

(2) Teachers intervene in or correct students' activities only when it would clearly interrupt others or not help the efforts that student is making.

(3) Make eye contact with a student to verify your suspicion that they might be going in the wrong direction

(4) Make any type of introductory gesture or statement, such as "pay attention," "really pay attention to this," or "this is important" prior to delivering spoken information, and so on.

Conclusion - Interest

To create ideal learning opportunities for students and ensure each student has equal access to high-quality learning activities, Guerin and Male (2006) indicated that teachers must not only develop content knowledge but also must develop strategy knowledge. Strategy knowledge entails the knowledge of the processes through which the students should be learning (what the students should be doing and how) in order to develop capacities for higher performance. Guerin and Male indicated that a knowledge of the content and strategies that enhance or promote content delivery are not the same; nevertheless, they must complement each other. Content knowledge is strictly about the knowledge of concepts of the subject matter, whereas knowledge of strategy is about how to present the concepts in order to draw students into the activities of a domain. Moore (2013) clearly explained that knowledge of the content and of content delivery is one thing, but knowledge of the students' interests, of how to engage and prepare students to receive the content, and ably transform content to effective and useful knowledge for oneself is another concept entirely. In other words, the knowledge and delivery of content have little or nothing to do with the knowledge of the students'(who are recipients of the content materials) interest.

Strategy teaching is about how to engage students in domain activities and how to help students simplify the tasks of developing, accumulating, and utilizing content knowledge. Strategy teaching or teaching that emphasizes the students' interest involves understanding the same and, thus, developing the strategies that help highlight the students' concerns. With strategy teaching, the focus is on addressing student concerns, facilitating students' efforts, and helping the students achieve their learning goals. Here, the teacher is not as concerned with content knowledge but, rather, with the students' concerns and interests. The teacher wants to develop knowledge and an understanding of the students' concerns and interests so that students can receive, develop, accumulate, and utilize the content as intended. Content or strategy teaching requires the deliberate attention of the teacher; nevertheless, strategy teaching is rarely considered by teachers. The assumption seems to be that once a teacher knows the content, they would be successful at helping children to learn optimally.

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Mermelstein (2013) and Cunningham’s (2003) pointed out that students have a need to know what and why they are learning; why they do what they do during tasks. Students do not learn well just because they thrust themselves into strict.

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