

# LIN/LTL 487

# SECOND LANGUAGE PEDAGOGY

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WEEK 8

SPRING 2019

# OUTLINE

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- Presentations on:
  - 1. Shrum, J. and E. Glisan (2016)
  - 2. Byram, M. & Wagner, M. (2018)
- Recap
- For next class

# GOALS

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- 1. Be familiar with instructional planning, Bloom's taxonomy of thinking, classroom discourse
- 2. Be familiar with backward design, thematic unit planning, lesson objectives
- 3. Understand the importance of culture in a second/foreign language classroom

# DURING THE PRESENTATION

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- 1. How did research findings inform instructional design? How do we incorporate them into our lesson planning?
- 2. What are the stages of backward design? How do learning outcomes inform assessment and learning experiences?
- 3. How to integrate cultural elements into lesson planning?

# DURING THE PRESENTATION

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- 1. Assign a rapporteur who takes notes takes notes of critiques or discussion response to group presentations, revise the notes in a narrative form and upload them to Quercus **within two weeks (before Mar. 11).**

# DURING THE PRESENTATION

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- The rapporteur should e-mail his/her post to group members for their review before submission. The length of each post is between 1-2 pages depending on the number of the discussion questions, 12pts, double-spaced, 1-inch margin.

# DURING THE PRESENTATION

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- Please include the followings in the post:
  - discussion questions;
  - date of discussion;
  - the names of the rapporteur and discussants in the post (do not include the group members who are absent).

# DURING THE PRESENTATION

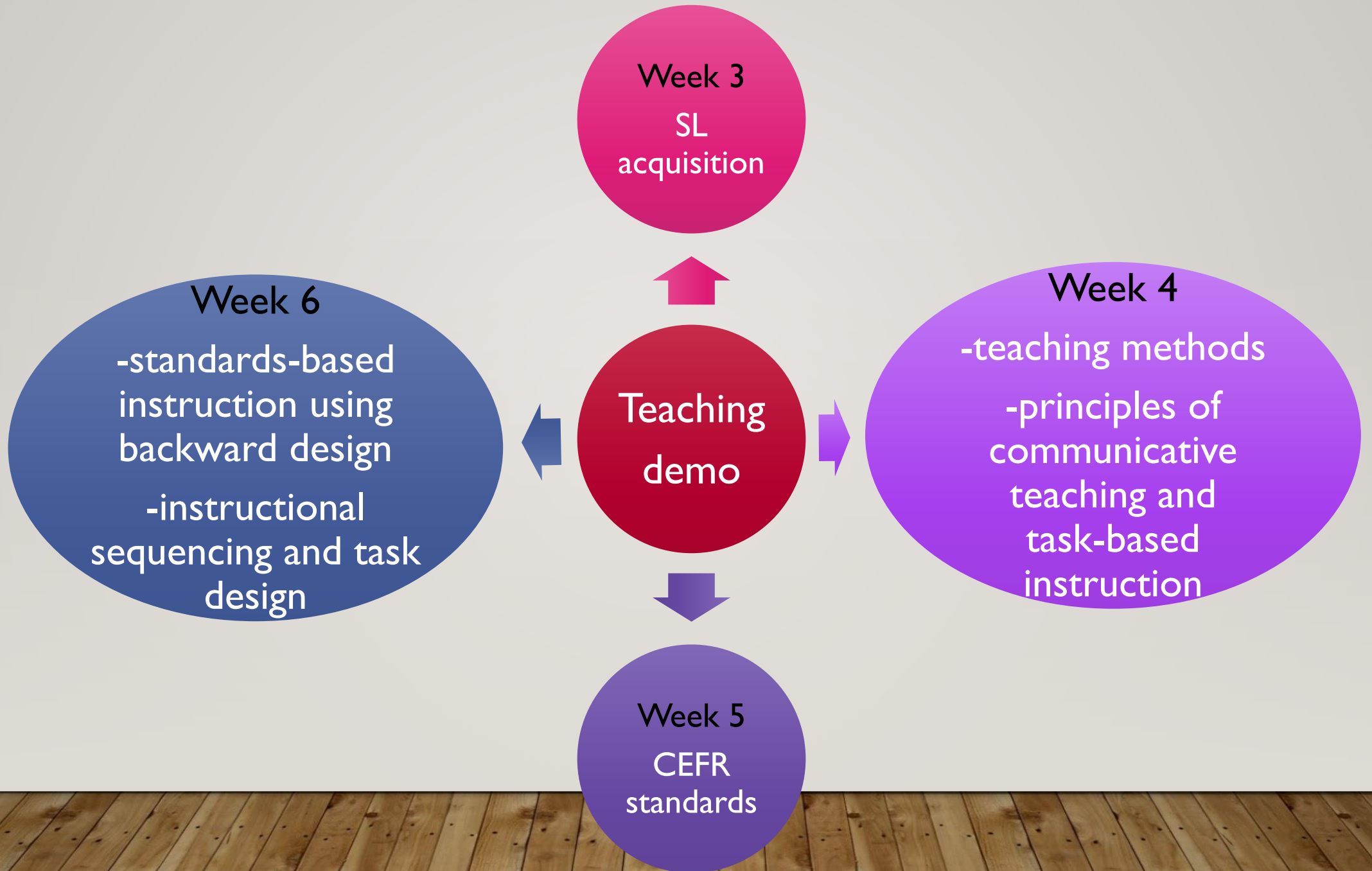
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- The file name should be written as: first name\_last name\_in class post\_group number.doc/.pdf
- e.g. chiuhung\_chen\_in class post\_GI.doc



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RECAP



**FIGURE 3.8** Unit Planning Template Illustrating Backward Design

<b>Stage 1 – Desired Results</b>	
<b>Established Goals:</b> <span style="float: right;"><b>G</b></span> <ul style="list-style-type: none"><li>● What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</li></ul>	
<b>Understandings:</b> <span style="float: right;"><b>U</b></span> <b><i>Students will understand that . . .</i></b> <ul style="list-style-type: none"><li>● What are the big ideas?</li><li>● What specific understandings about them are desired?</li><li>● What misunderstandings are predictable?</li></ul>	<b>Essential Questions:</b> <span style="float: right;"><b>Q</b></span> <ul style="list-style-type: none"><li>● What provocative questions will foster inquiry, understanding, and transfer of learning?</li></ul>
<b><i>Students will know . . .</i></b> <span style="float: right;"><b>K</b></span> <ul style="list-style-type: none"><li>● What key knowledge and skills will students acquire as a result of this unit?</li><li>● What should they eventually be able to do as a result of such knowledge and skills?</li></ul>	<b><i>Students will be able to . . .</i></b> <span style="float: right;"><b>S</b></span>

## Stage 2—Assessment Evidence

### Performance Tasks:



- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?

### Other Evidence:



- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

## Stage 3—Learning Plan

### Learning Activities:



What learning experiences and instruction will enable students to achieve the desired results?

How will the design

W = Help the students know where the unit is going and what is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?

H = Hook all students and hold their interest?

E = Equip students, help them Experience the key ideas and Explore the issues?

R = Provide opportunities to Rethink and Revise their understandings and work?

E = Allow students to Evaluate their work and its implications?

T = Be tailored (personalized) to the different needs, interests, and abilities of learners?

O = Be organized to maximize initial and sustained engagement as well as effective learning?

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## **FIGURE 3.9** Daily Lesson Plan Format

### **STAGE 1: IDENTIFY DESIRED RESULTS: What will learners know and be able to do by the end of the lesson?**

- A. Big Idea:
- B. Goal Areas/Standards:
- C. Understandings: Students will know that...
- D. Essential Questions:
- E. Students will know.... [grammar, vocabulary]
- F. Students will be able to... [objectives]
- G. Learners
  1. What do I need to know about the learners to plan instruction?
  2. What background knowledge do they need? What experiences, if any, have they had with this content?
  3. What special needs of my students must be addressed in instruction?
  4. List here any adaptations for special-needs students in your class(es).
  5. What adaptations will I need to make to differentiate instruction to meet the diverse needs of my students?
- H. Materials:

**STAGE 2: DETERMINE ACCEPTABLE EVIDENCE: What evidence will show that learners have produced desired results?**

**STAGE 3: PLAN LEARNING EXPERIENCES: What activities are part of this lesson? What are the learners doing? What am I doing? (List instructional sequence.)**

- A. Setting the Stage/Anticipatory Set
- B. Providing Input/Modeling
- C. Checking for Understanding
- D. Providing Guided Participation
- E. Closing the Lesson

## **STAGE 4: REFLECT ON LESSON EFFECTIVENESS: How effective was this lesson?**

- A. Did I achieve my lesson objectives? How do I know?
- B. What worked especially well and why?
- C. What SLA theories/theoretical frameworks are reflected in today's lesson or could be reflected with changes to the lesson?
- D. What would I change if I were to teach this lesson again?

Source: Shrum & Glisan, original material, 2015.



# NEXT CLASS

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- Readings (for presentation)
- 1. Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12 (3), 329-363. <https://bit.ly/2Q4nmCB>

# ARTICLE DIVISION FOR PRESENTATION

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- Group 4: I, II, III (p. 329-340)
- Group 5: IV, V, VI (p. 340-354)

# NEXT CLASS

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- **Readings (for journal entry):**
- 2. Brandl, K. (2008). Getting started: introducing vocabulary. In Communicative language teaching in action: putting principles to work (third edition, pp.75-104). N.J.: Pearson Prentice Hall. (course reserves)

# NEXT CLASS

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- Journal entry instructions:
  - Submission: upload to Quercus before next class (Mar. 5). See rubric for other requirements.

introduction

summary

**Presentation**

group discussion

wrap up

# PRESENTATION INSTRUCTIONS

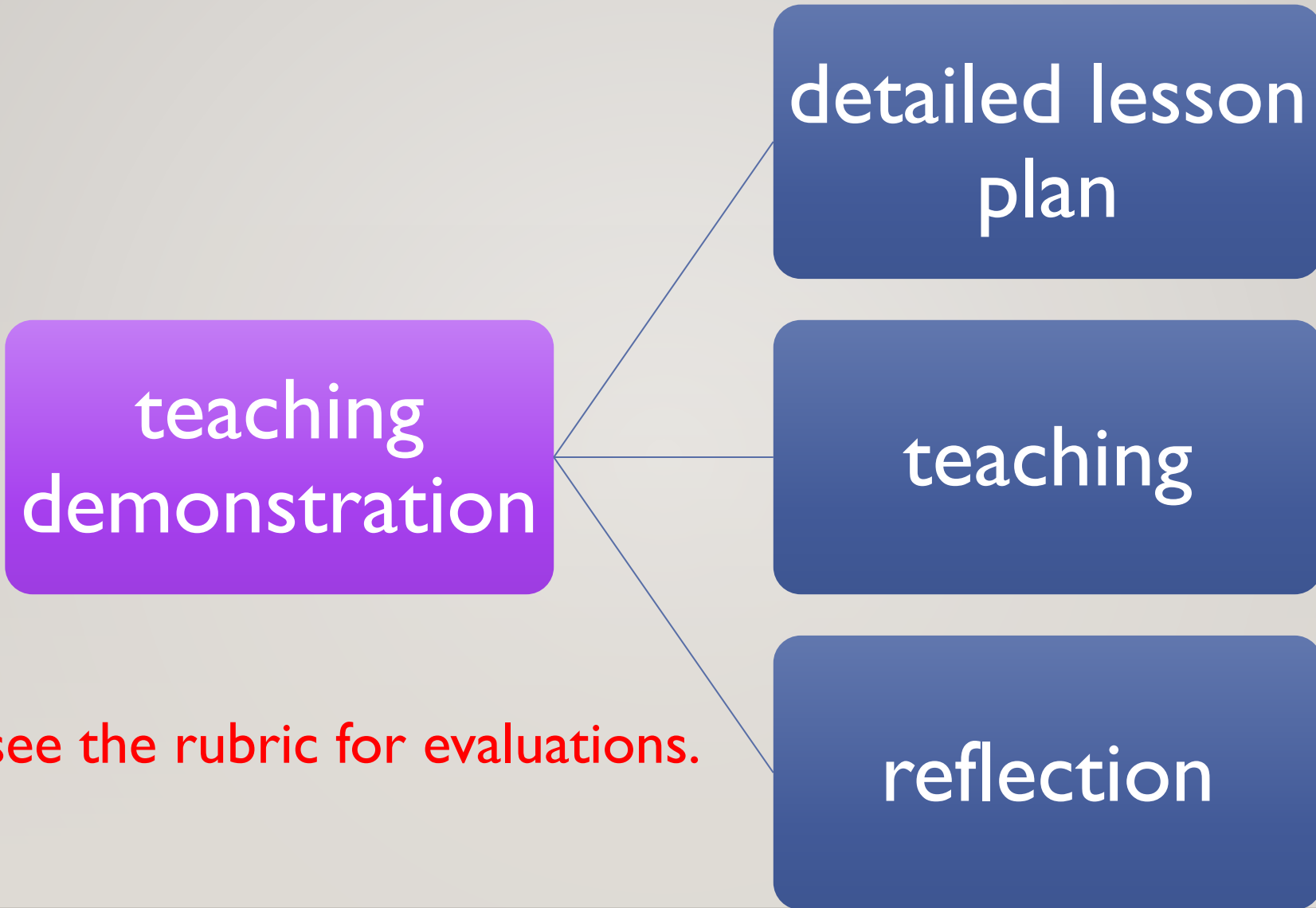
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- 1. introduction to the purpose and structure of your presentation
- 2. summary and critique of main points/points that you resonate with
- 3. debriefing session in which your group engages the class in a discussion of the important issues or pedagogical activities arising from the presentation (group discussion journal entry)
- 4. wrap up

# PRESENTATION INSTRUCTIONS

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- Length: 30-40 minutes
  - Suggested time frame:
    - 1 & 2 (summary): 15 minutes
    - 3 (discussion): 10 minutes
    - 4 (wrap up): 5 minutes
- Assessment: see the rubric & labor of division



Please see the rubric for evaluations.



# TEACHING DEMONSTRATION

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- Length: 30 minutes
- Assessment: see the lesson plan template, rubric & labor of division on Quercus