




	<h2>Second Language Acquisition Theory</h2>
	<ul style="list-style-type: none"> Students gain the greatest amount of proficiency when they are in a setting in which they are surrounded by language that is made comprehensible because of the context and because of the way that teachers communicate with them (Stephen Krashen).

	<h2>Principles of Language Acquisition</h2>
	<ul style="list-style-type: none"> Acquisition versus Learning <ul style="list-style-type: none"> Learning is a conscious process in which an individual learns about the structure of language. This method tends to rely on memorization of vocabulary lists and grammatical rules. 

	<h2>Acquisition vs. Learning</h2>
	<ul style="list-style-type: none"> Acquisition is a subconscious process by which individuals absorb a language in a natural way similar to the way by which the first language was acquired. This process is communicatively-based. The focus of instruction is on meaning rather than on grammar and structure. 

	Input Hypothesis
	<ul style="list-style-type: none"> ■ $i + 1$ ■ In order for students to increase their level of language acquisition, input must be provided at one level higher than their current level of language competence. ■ Comprehensible input can be provided by using visuals and manipulatives as context within which content is delivered.

	Monitor Hypothesis "Grammar Police"
	


	Monitor Hypothesis
	<ul style="list-style-type: none"> ■ The monitor is a trigger in the brain that applies learned rules in order to produce or correctly interpret a message in L2. When the monitor is engaged, the speaker becomes aware of a mistake after it has been made. The monitor also triggers awareness of the error in time to prevent the speaker from orally producing it.


	Conditions to maximize the efficiency of the monitor
	<ul style="list-style-type: none"> ■ Speaker/writer must know the rule. ■ Speaker/writer must have time to think of the rule and apply it. ■ Speaker/writer must be in a setting in which focus on form is expected. ■ The conditions above usually don't apply in normal conversational contexts.

	The Affective Filter
	<ul style="list-style-type: none"> ■ The affective filter, a hypothetical concept, influences the ease with which individuals comprehend material. When students do not feel comfortable in an instructional situation, their affective filter is high and they are not very receptive to input. Conversely, when they feel comfortable, their affective filter is low, thus allowing more input to pass through it.


	Natural Order Hypothesis
	<ul style="list-style-type: none"> ■ Language learners will acquire the structures of language in approximately the same order, regardless of what is being taught in a formal setting.




	<h2>Natural Order Hypothesis</h2>
	<ul style="list-style-type: none"> ■ Learners acquire rules of a language in a predictable sequence. ■ This acquisition is independent of the order in which rules may have been taught. 


	<h2>Traditional Bottom-Up Approach: Skill-Based Approaches</h2>
	<ul style="list-style-type: none"> ■ Students learn grammar rules and vocabulary and then practice them in communications. ■ Skill-getting practice: mechanical drills, focuses on correct forms. ■ Skill-using practice: Focuses on using the learned structures communicatively. 


	<h2>Top-Down Approach: Theme- and Task-Based Approaches</h2>
	<ul style="list-style-type: none"> ■ Students manipulate language communicatively by using higher level skills before addressing language structures (e.g., grammatical structures). ■ Activities involve negotiation of meaning and problem solving. ■ These approaches reflect L1 acquisition.

	<h2 style="text-align: center;">Whole Language Approach</h2>
	<ul style="list-style-type: none"> ■ Linguistic, cognitive, and early literacy skills are integrated within the curriculum. ■ Language is taught in a holistic way; phonics aren't taught in isolation. ■ Student-centered. ■ Context-embedded. ■ Highly interactive. ■ Hands-on. 

	<h2 style="text-align: center;">Whole Language Approach</h2>
	<ul style="list-style-type: none"> ■ Language learning should be: <ul style="list-style-type: none"> – Meaningful, natural language – Include whole language, not language fragments – Be functional – Learned in a meaningful context. 

	<h2 style="text-align: center;">The Text as Input</h2>
	<ul style="list-style-type: none"> ■ Material should be purposeful, relevant, and interesting to the reader. ■ Text should be logically sequenced. ■ Text should connect to meaningful experiences in the world. ■ Authentic materials should be used in the introduction to the text chapter.

	<h2>The Importance of Context</h2>
	<ul style="list-style-type: none"> ■ Context is very important in facilitating comprehension and application of the L2. ■ The more familiar the context, the easier it is to understand and utilize the material. ■ Learners must be able to relate new material to material with which they are already familiar. 

	<h2>Teaching the Text Backwards</h2>
	<ul style="list-style-type: none"> ■ Traditional teaching sequence: <ul style="list-style-type: none"> – Read the textbook chapter. – Answer the study questions at the end of the chapter. – Discuss the material in class. – Do selected applications based on the material. 


	<h2>Teaching the Text Backwards</h2>
	<ul style="list-style-type: none"> ■ Do an activity that applies the material to be learned in a concrete, real-life way. ■ Discuss the application and related concepts in class. ■ Ask students to review the study questions at the back of the chapter to identify main ideas and set a purpose for reading. ■ Have students read the text to find answers to the study questions.


	Teaching the Text Backwards An Example
	<p><u>Unifying concept: Weather</u></p> <ol style="list-style-type: none"> 1. Have the students look at the weather section of L2 newspapers and/or TV stations. Have them guess what the forecast is based on what they see and/or hear. 2. Discuss differences in stating the temperature and teach conversion of Fahrenheit to Celsius and vice-versa.


	Teaching the Text Backwards: An Example
	<ol style="list-style-type: none"> 1. Have students dramatize activities they would do at different temperatures and in different types of weather. 2. Have students dramatize weather reports while being videotaped. 3. Then, go through the text chapter. By this time, the students should be familiar with most of the vocabulary and should comprehend the chapter.



	Teaching the Text Backwards ACTIVITY
	<p>With a partner and using a language textbook, select a chapter and describe some ways you can introduce the chapter in a top-down approach. How can you contextualize the chapter so that when you finally delve into the chapter, it is comprehensible and meaningful to the students? How can you teach the chapter backwards? Write an outline of your ideas on a sheet of notebook paper.</p>


	<h2>Year- or Course-Long Curriculum Planning</h2>
	<ul style="list-style-type: none"> ■ Identify (or review) the central goals and purposes of your language program or course. ■ Select the course content, organize, and sequence it to make it as coherent and teachable as possible. ■ Determine the amount of time to be spent on the topics in the sequence. 

	<h2>Steps in Unit Planning</h2>
	<ul style="list-style-type: none"> ■ Identify the main purpose(s) of the unit. ■ Produce a content outline for the unit. ■ Determine the types of learning outcomes to be promoted. ■ Select teaching strategies and activities. 



	<h2>Lesson Planning</h2>
	<ul style="list-style-type: none"> ■ A lesson plan is a lesson for a <u>single</u> class period. ■ It is a plan for a meaningful session of instruction (20-90 minutes). 


	Components to include on a daily lesson plan
	<ul style="list-style-type: none"> ■ Unit title ■ Lesson title ■ Grade level ■ Language Proficiency ■ Next Generation Sunshine State Standards and benchmarks or Standards from the country in which you will be teaching. ■ Language, content, and culture objectives ■ Materials ■ Length of lesson (length of class period)

	Components to include on a daily lesson plan (continued)
	<ul style="list-style-type: none"> ■ Procedures <ul style="list-style-type: none"> – Anticipatory set/hook – Providing input (presentation) – Modeling – Guided Participation/Guided Practice – Independent Practice – Closure – Evaluation/Assessment – Extension/Follow-up Activities

	Parts of a lesson Plan: The unit
	<ul style="list-style-type: none"> ■ A unit is a unified theme around which a sequence of lesson plans are centered. ■ A unit can last anywhere from a few days to several weeks. ■ At the secondary level, a unit tends to be a unit or a chapter in a textbook. 

	Parts of a Lesson Plan: The Unit
	<ul style="list-style-type: none"> ■ Unit Component: <ul style="list-style-type: none"> – Constantly be aware of the relationship of the individual lesson plans to the larger content of the unit. – Identify the unit at the top of the lesson plan. ■ Lesson Title: <ul style="list-style-type: none"> – The title of the individual lesson is a subcategory of the unit title.

	A unit versus an individual lesson
	<ul style="list-style-type: none"> ■ A unit theme might be "The Solar System."  <ul style="list-style-type: none"> ■ An individual lesson might be on the earth. The lesson title is a subcategory of the unit title. 

	Parts of a Lesson Plan:
	<ul style="list-style-type: none"> • <u>Grade Level:</u> Use the school designation (Spanish I, French I, English I, etc.). • <u>Second Language Proficiency:</u> Determined differently in different cultures/countries. 

	Parts of a Lesson Plan: Next Generation Sunshine State Standards
	<ul style="list-style-type: none"> ■ The Next Generation Sunshine State Standards are state mandates that specify what should be taught at which grade level for each content area in grades K-12. ■ The Next Generation Sunshine State Standards can be accessed at: <ul style="list-style-type: none"> – http://www.floridastandards.org/Standards/FLStandardSearch.aspx


	Parts of a Lesson Plan: Objectives
	<ul style="list-style-type: none"> ■ Objectives: Statements indicating expected student behavior at the end of a period of instruction. Must be stated in terms of action verbs. ■ Verbs must be observable and measurable (e.g., Bloom's Taxonomy of Educational Objectives).

	Cognitive Domain
	<ul style="list-style-type: none"> ■ Objectives that deals with level of thinking required of the student ■ Most objectives in the schools tend to come from the cognitive domain. ■ Cognitive domain most referred to: Bloom's Taxonomy of Educational Objectives; six hierarchical levels.



	Levels of Bloom's Taxonomy of Educational Objectives
	<ul style="list-style-type: none"> ■ Knowledge: requires students to memorize and recall information ■ Comprehension: requires students to demonstrate some level of understanding ■ Application: requires students to use previously acquired information in a setting other than that in which it was learned. Students are required to transfer their skills to another setting/situation.

	Levels of Bloom's Taxonomy of Educational Objectives
	<ul style="list-style-type: none"> ■ Analysis: requires students to draw relationships among ideas or to compare/contrast; break down information. ■ Synthesis: requires students to draw from what he/she has learned and produce something unique. ■ Evaluation: requires students to form judgments about the value or worth of something and to substantiate his/her judgment.

	What level of Bloom's Taxonomy is the objective?
	<ol style="list-style-type: none"> 1. Imagine what cell phones will be like in 10 years. What do you think your cell phone will be able to do?  2. Differentiate between the words <i>sympathy</i> and <i>empathy</i>. 3. Name the states comprising New England.


	What level of Bloom's Taxonomy is the objective?
	<p>4. Calculate the area of a given rectangle.</p> <p>5. Explain how hydrogen and oxygen combine to form water.</p> <p>6. In your opinion, which movie was the best movie last year? Explain why.</p>





	What level of Bloom's Taxonomy is the objective?
	<p>7. Using a ruler, determine the mean height of everyone in this classroom.</p> <p>8. Translate "Los estudiantes de la Señora Verkler son muy inteligentes" into English.</p> <p>9. If Romeo and Juliet hadn't died, what do you think would have happened to the two feuding families?</p>




	What level of Bloom's Taxonomy is the objective?
	<p>10. Determine the moral of the story, "The Giver."</p> <p>11. Recall the steps of the Scientific Method.</p> <p>12. Who has been the most effective world leader of the last century? Support your stance.</p>


	<h2 style="text-align: center;">Objectives</h2>
	<ul style="list-style-type: none"> ■ Language objectives: Indicate the language skills (including vocabulary and phrases) that will be taught within the lesson. ■ Content objectives: Indicate WHAT your lesson is about. ■ Cultural objectives: Indicate the cultural aspects that will be incorporated into the lesson. 


	<h2 style="text-align: center;">Parts of a Lesson Plan: Materials</h2>
	<ul style="list-style-type: none"> ■ Indicate everything you need to teach the lesson: <ul style="list-style-type: none"> - Digital camera - DVD - Printed materials - Computers - Slides - Textbook - Community resources - Handouts, etc..... 


	<h2 style="text-align: center;">Parts of a Lesson Plan: Length of Lesson</h2>
	<ul style="list-style-type: none"> ■ Indicate the length of the period of instruction. ■ At the secondary level, most class periods are between 45-90 minutes. 


	<h3>Parts of a Lesson Plan: Procedures</h3>
	<ul style="list-style-type: none"> ■ In the procedures section, you state how you intend to teach the content. ■ This is typically the longest section of the lesson plan. ■ This section should be written in enough detail and with sufficient clarity that a substitute teacher could easily follow the directions. ■ You are basically writing directions or instructions to yourself concerning how to present the lesson.

	<h3>Procedures: Anticipatory Set</h3>
	<ul style="list-style-type: none"> ■ The anticipatory set is anything the teacher says and/or does at the beginning of the lesson to capture the interest of the students. ■ The set is related to the <u>students'</u> interests (which aren't necessarily yours) and the content of the lesson. 

	<h3>Procedures: Presentation/ Providing Input and Modeling</h3>
	<ul style="list-style-type: none"> ■ Presentation/Providing Input: Teaching the actual concept/content of the lesson ■ Modeling: Modeling is when you demonstrate/explain to the students exactly what you want them to be able to do upon completion of the lesson. ■ Teachers should constantly engage in modeling. 

	<h3>Procedures: Guided Practice</h3>
	<ul style="list-style-type: none"> ■ Guided Practice is when the students are completing activities with the assistance and/or guidance of the teacher and/or peers. ■ Students are typically in pairs or groups when engaging in guided practice. 

	<h3>Procedures: Independent Practice</h3>
	<ul style="list-style-type: none"> ■ Independent practice is any activity/assignment that gives the student the opportunity to demonstrate that he/she can perform the desired behavior by himself/herself. ■ Independent practice can be an in-class activity or a homework assignment. 

	<h3>Closure</h3>
	<ul style="list-style-type: none"> ■ Closure is how you end the lesson. ■ It is helpful to end your lesson with a review of the content taught within the lesson. ■ Examples of closure activities: <ul style="list-style-type: none"> - Q & A session - Game - Any activity that serves to review the material taught. 

	Parts of a Lesson Plan: Evaluation
	<ul style="list-style-type: none"> ■ Evaluation <ul style="list-style-type: none"> - Encourages the teacher to consider, before the lesson, how to evaluate the students' learning. - The evaluation should be an assessment of whether or not the students attained the objectives. - The way you evaluate should reflect the way you teach! - For example, if the objectives relate to the students being able to do something orally, the activities and the evaluation MUST require the students to do that behavior orally.

	Parts of a Lesson Plan: Follow-up/Extension Activities
	<ul style="list-style-type: none"> ■ Can be completed within or outside of class. ■ Can provide additional review of the lesson content, recycling the material. ■ Can provide enrichment experiences that relate to real life. ■ Can, if the teacher so desires, be used as ways by which the students can earn extra credit points.

	Lesson Plan ACTIVITY
	<p>Peruse the chapters of a language textbook and select something to teach for a 45-minute lesson.</p> <p>Bring the rough draft to class on Tuesday for peer editing.</p>
