



High-Leverage Teaching Practices Part 2

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Alignment to Learning Forward Standards

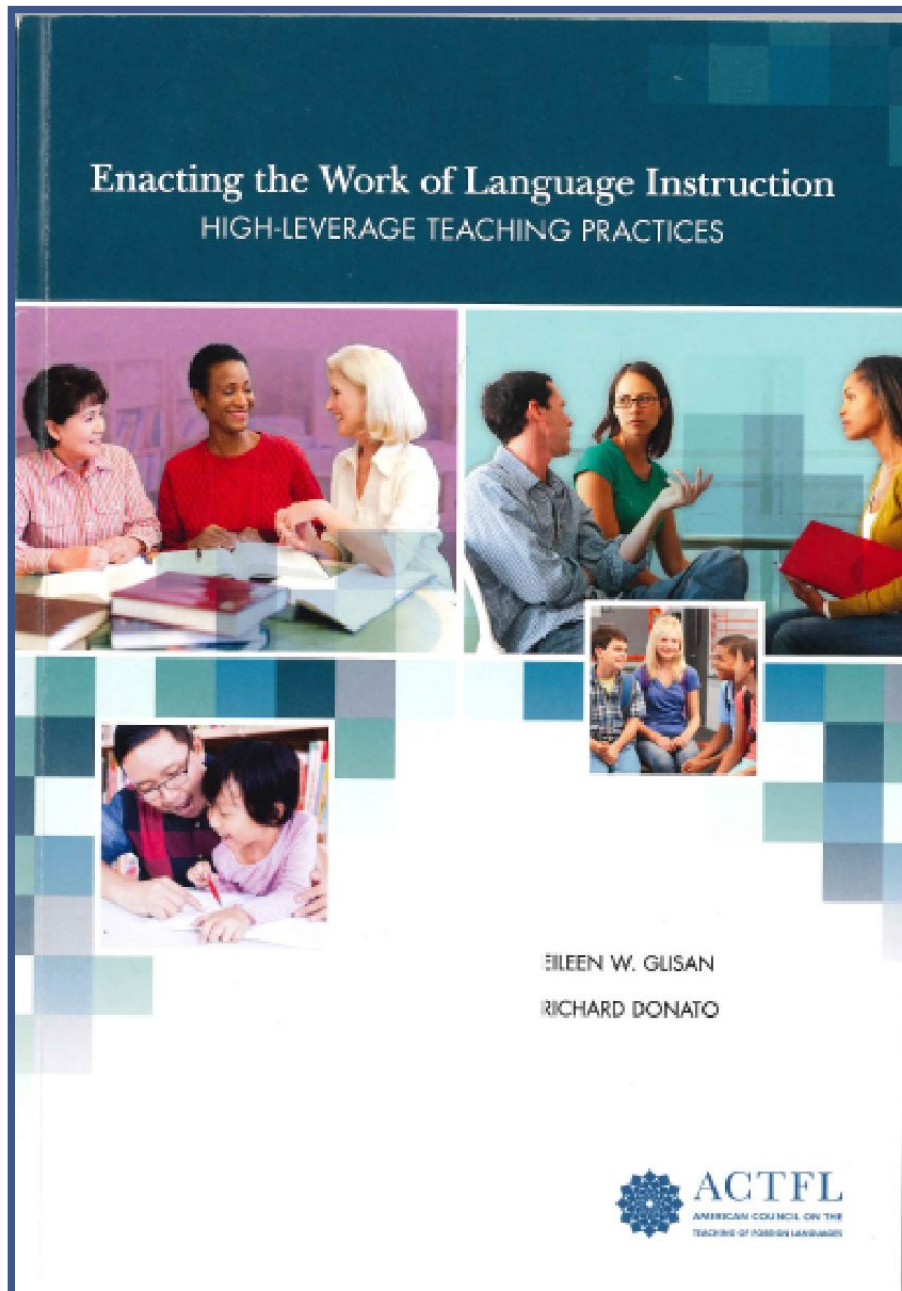
The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.

Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.

This session aligns to the following standards:

- Resources – *requires prioritizing, monitoring, and coordinating resources for educator learning.*
- Learning Designs – *integrates theories, research, and model of human learning to achieve its intended outcomes.*
- Outcomes – *aligns its outcomes with educator performance and student curriculum standards.*





Eileen Glisson
Richard Donato
Authors

**American Council on the
Teaching of Foreign
Languages
(ACTFL)
Research Priorities**



High-Leverage Teaching Practices

vs.

Best Practices



Short Summary of Part 1





Matthew Anderson ✓

@MattAndersonBBC



Things native English speakers know,
but don't know we know:

🌐 Traducir del inglés

adjectives in English absolutely have to be in this order: opinion-size-age-shape-colour-origin-material-purpose Noun. So you can have a lovely little old rectangular green French silver whittling knife. But if you mess with that word order in the slightest you'll sound like a maniac. It's an odd thing that every English speaker uses that list, but almost none of us could write it out. And as size comes before colour, green great dragons can't exist.

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engageok
ON THE ROAD

#4. Focusing on Form in a Dialogic Context through PACE

*To know grammar means, therefore,
the ability to use language forms
for real communicative purposes
and not just to display knowledge of rules
for sentence formation,
verb paradigms,
and exceptions to linguistic rules*

Considerations about Focus on Form

- Why can't I just explain the rule and let students do the exercises in the book?
- Why do students still make errors after I explain the rule?
- How do I address the issue of my students just wanting me to explain grammatical rules to them?

PACE

- **PRESENTING** orally a short text in the form of a story from the target language culture or an authentic text in print for more advanced levels.
- Calling learners' **ATTENTION** to a particular form in the text that is important to the text's meaning and so that the teacher and learners establish a joint focus of attention.
- **CO-CONSTRUCTING** an explanation of the form with the teacher through class discussion and dialogue.
- **EXTENDING** and using the form in a new context related to the theme and/or cultural content of the story.

#5. Focusing on Cultural Products, Practices, and Perspectives in a Dialogic Context

Teachers and learners must be aware of how language instruction can be integrated with culture in ways that go beyond simply describing behaviors, learning about cultural customs, and memorizing historical facts.

Define: CULTURE, PRODUCTS, and PRACTICES

Choose someone you
do not know!

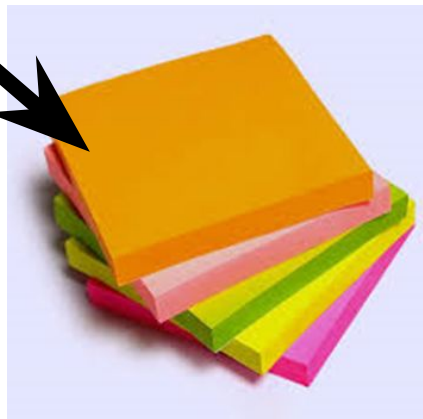


Come to an agreement
about what these terms mean.

Considerations about the Teaching of Culture

- How do I approach culture so that my students don't dismiss the target culture as being "weird"?
- What if my students do not have enough target language to discuss cultural topics?
- Is it sufficient to feature a cultural point in one lesson per week?
- Is culture sufficiently addressed if the textbook has a cultural reading in each chapter?

Considerations



#6. Providing Oral Corrective Feedback to Improve Learner Performance

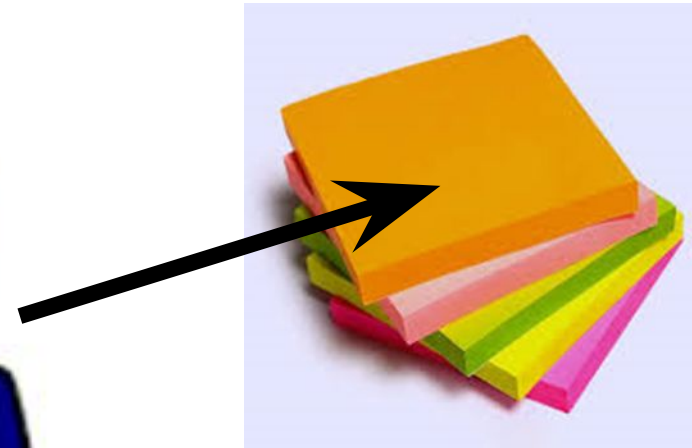
“The most effective teachers are likely to be those who are willing and able to orchestrate, in accordance with their students’ language abilities and content familiarity, a wide range of CF [corrective feedback] types that fit the instructional context.”

~Lyster, Saito, & Sato, 2013, p. 30

Considerations about Providing Corrective Feedback

- Should I discuss the role of feedback with my learners?
- How do I determine when I should provide corrective feedback?
- How do I know whether to use implicit or explicit CF strategies?
- On what basis should I decide to use prompts vs. reformulations in providing CF?
- What if my learners experience anxiety when I provide CF?

Considerations about Providing Corrective Feedback



Ticket Out

**Thank you for attending and
for all of your feedback!**

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