## LIN/LTL 487 SECOND LANGUAGE PEDAGOGY

WEEK 2

**SPRING 2019** 

#### OUTLINE

- •1. Borg, S. (2003)
- •2. Wesely, P. (2012)
- •3. for next class

#### **GOAL**

Any similarities, differences? How to think from their perspectives?

Cognition
belief, attitude,
perception

teachers

learners

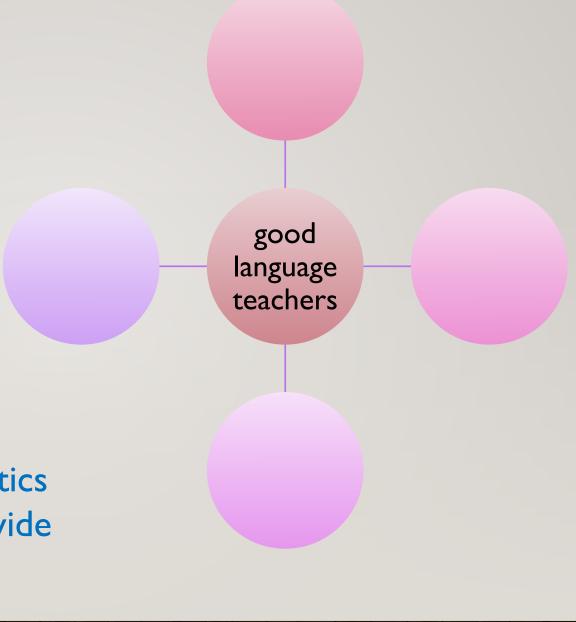
#### BORG (2003)

•Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching, 36* (2), 81-109.



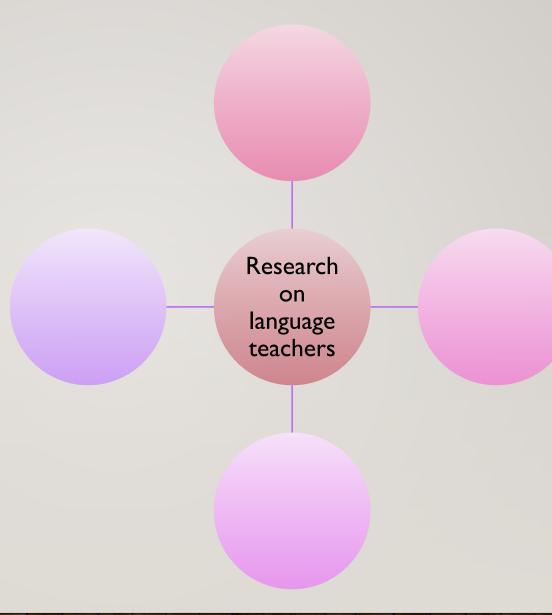
I. What are the characteristics of a good language teacher? Think about your own experiences.

2. Please prioritize the characteristics based on the importance and provide your rational.





Why is it important to conduct research on what language teacher think, know and believe?



#### Teacher cognition:

the unobservable cognitive dimension of teaching—what teachers know, believe and think.

What are your predictions about these research questions?

teacher cognition research

What do teachers have cognition about?

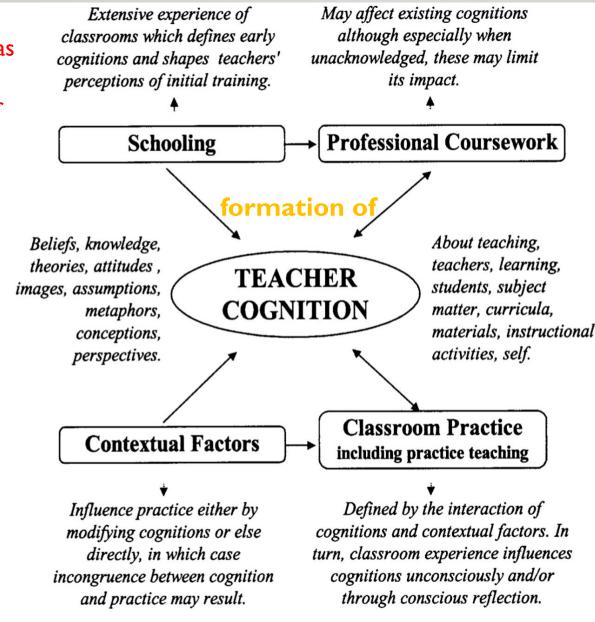
How do these cognitions develop?

How do they interact with teacher learning

How do they interact with classroom practice

Teachers' experience as learners plays an important role in their belief.

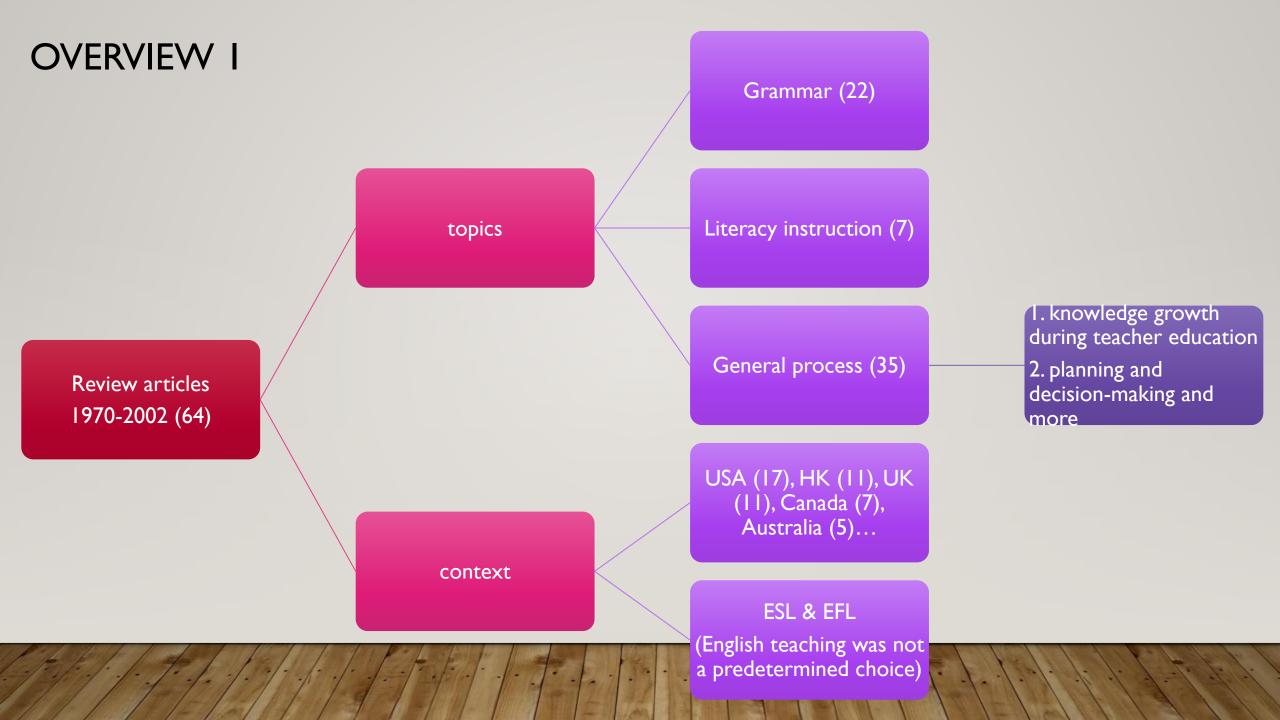
Contextual factors
(personality, motivation,
teaching environment)
would affect classroom
practices congruent with
teachers' cognition.



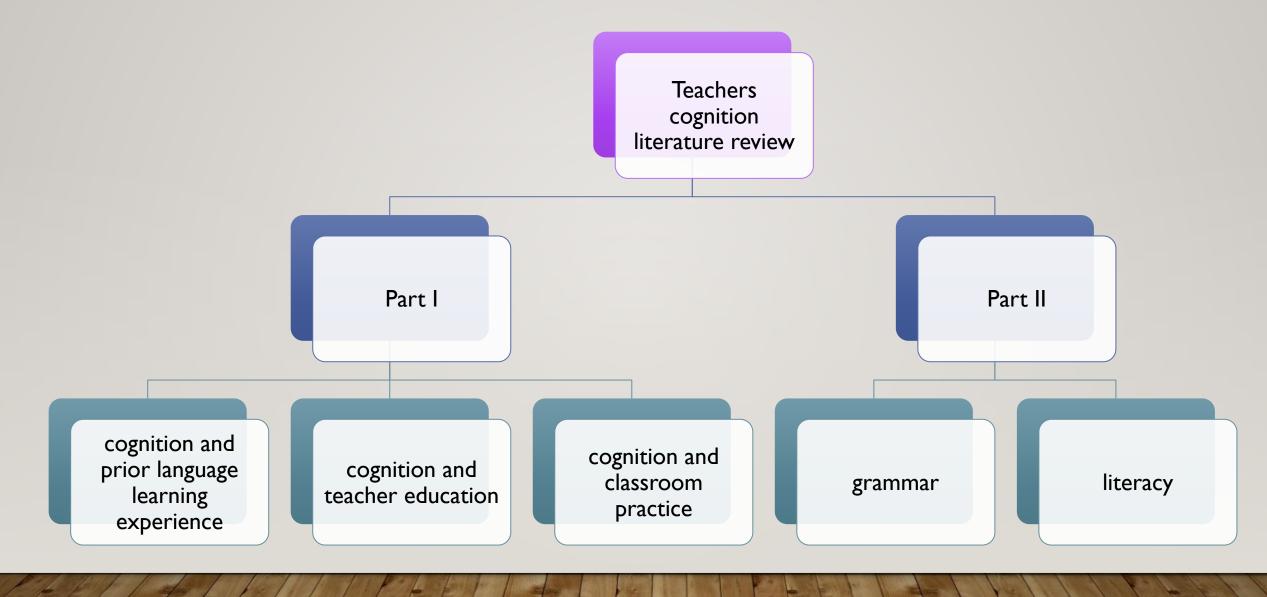
Need to acknowledge trainee teachers' prior beliefs.

Classroom practice also informs teachers' cognition unconsciously or through reflection.

Figure 1 Teacher cognition, schooling, professional education, and classroom practice (Borg 1997)



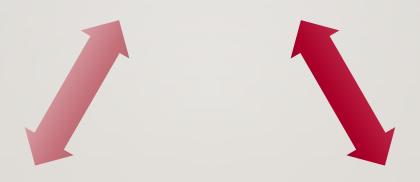
#### **OVERVIEW 2**



## PART 1-1: cognition and prior language learning experience

Prior language learning experience

Language teachers: do you agree?



Beliefs in early life are resistant to change even in the face of contradictory evidence

establishes cognitions about learning and language learning



forms a basis of teachers' initial conceptualizations of L2 teaching

## PART I-I: cognition and prior language learning experience

Bailey et al (1996)

# Positive prior language experience

- Teacher personality and style are more important than methodology;
- Teachers were caring and committed;
- Teachers respected, and were respected by the students;
- As students, their motivation to learn enabled them to overcome inadequacies in the teaching;
- Learning was facilitated by a positive classroom environment.

Numrich (1996)

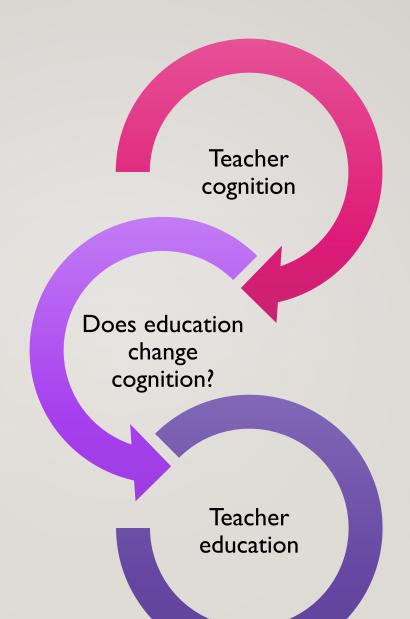
# Negative prior language experience

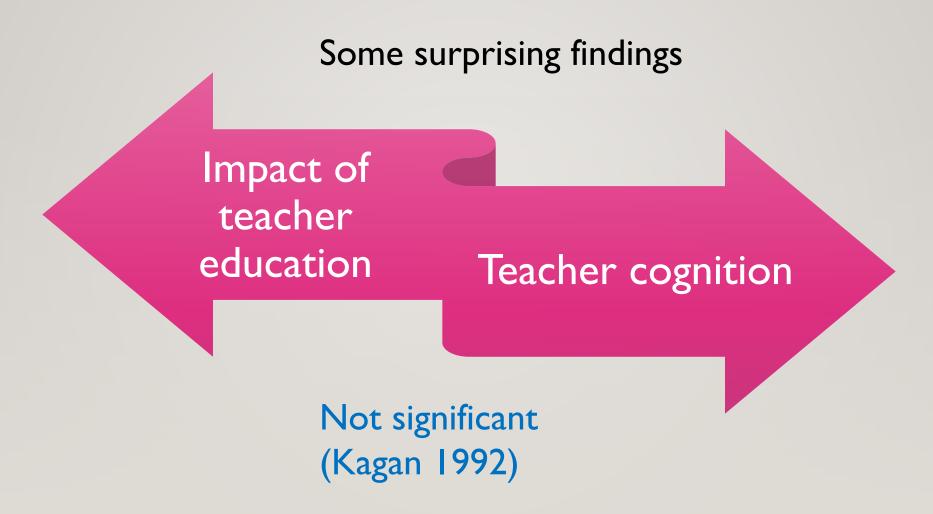
- Error correction had inhibited them from speaking.
- They chose not to interrupt their students' flow of speech in the classroom to correct errors.

#### REFLECTION

- •Do you agree with the aforementioned positive experience? Why/why not? More to add to the list?
- •Do you agree with error corrections? Think of it from both the learner and the teacher's perspectives. Why/why not?







Different findings (Ho & Giblin, 1996)

## Changes in trainees' cognition in relation to:

Their conception of their role in the classroom

Their knowledge of professional discourse

Their concerns for achieving continuity in lessons

Common dimensions of the teaching they found problematic (timing, presenting new language)

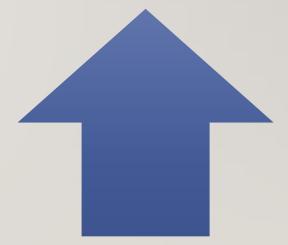
The manner in which they evaluated their own teaching.

Another interesting finding (Almarza 1996)

Teacher education plays an important role in shaping the student teachers' behavior during teaching practice.

Variability in changes and acceptance of teacher education

It did not alter significantly the cognitions the students brought to the course.



Discrepancies between teacher trainees and experienced teachers

Peacock 2001

#### What do you think?

Learning a foreign language is mostly a matter of learning a lot of new vocabulary.

Learning a foreign language is mostly a matter of learning a lot of grammar rules.

People who speak more than one language well are very intelligent.

% of the first year trainees agreeing with these statements was much higher than that for experienced teachers

Surprisingly, after 3 years of training, little changes in trainees' belief in these beliefs...

Peacock 2001

Learning a foreign language is mostly a matter of learning a lot of new vocabulary.

Learning a foreign language is mostly a matter of learning a lot of grammar rules.

7% vs. 52%

People who speak more than one language well are very intelligent.

Summary

Variable outcomes & individual developmental pathways

Ineffectiveness of teacher education in changing teacher cognition

Content vs process and structure of cognitive development

Behavioral change and cognitive change during or as a result of teacher education

Methodology issues: different forms of data collection

5. PPK, BAK and pedagogic principles

PPK: personal practical knowledge

BAK: belief, attitude, knowledge

I. Common reasons for instructional decisions

Cognitive influences on classroom practice

2. Departure from lesson plans

4. Cognition and experience

3. Cognition and context

Concern for language management

Explaining vocabulary, creating meaningful context

The quantity of teacher talk, the quality of instructions

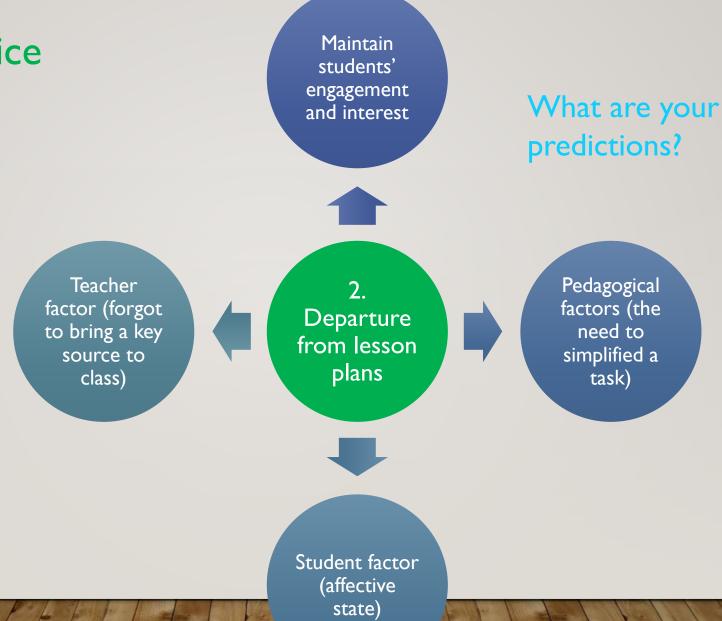
Common reasons for instructional decisions



Student understanding and motivation, instructional management

Pacing and timing for lessons

Constant interaction between teachers' pedagogical choices and their perceptions of the instructional context (students particularly)



larger classes, unmotivated students, exam pressure, pressure to conform to experienced teachers, students resistance to new ways of learning Environmental realities Cognition and context

parents, the school, the principal's requirement, curriculum mandates, school policies, classroom layouts

Contextual realities

Heavy workloads

Classroom management or language issues

Novice teachers vs. experienced teachers

Knowing how to integrate language learning with broader curricular goals

4.
Cognition and experience

Thinking about the subject matter from the learner's perspective

knowing how to present subject matter in appropriate ways

Having a deep understanding of the subject matter

Woods 1996:

A longitudinal study of planning and decision-making in ESL classrooms in Canada.

External factors

5. PPK, BAK and pedagogic principles

PPK: personal practical knowledge BAK: belief, attitude, knowledge

internal factors

how many students will probably show up

Knowledge about students' prior course experience

estimation of the complexity of a task

estimation of what the group can handle

Temporal & logical relationships among instructional decisions

Availability of photocopying

A recent conversation with another teacher

estimation of how well the students as a group are moving

class dynamics and individual dynamics in class

Organize instructions chronologically; which planning occurs first (text, activity)

#### REFLECTION

- Please discuss one of the following contexts:
  - If you've taught a foreign language before, please describe the challenges you've faced and how to solve them.
  - If you plan to teach English/French/any language, what are the challenges that you've predicted? How do you plan to solve them?
  - If neither of the above applies to you, think about your language teacher's challenges when you were learning the language? How would you solve the problems if you were him/her?

## PART II-1: teacher cognition in teaching grammar

Teachers' knowledge of grammar

Andrews 1994, 1999 Grammar knowledge in the EFL context Schulz 1996, 2001

Teachers and students attitudes towards the role of grammar and corrective feedback

More than 50% of the trainees had inadequate levels of grammar knowledge

Non-native teachers of English did significantly better

"Teachers should not correct students when they make errors in class"

> 94%\_\_\_\_\_ disagree 48%\_\_\_\_\_disagree

mastery of the language" 80%\_\_\_\_\_ agree

"formal study of grammar is essential to the eventual

64%\_\_\_agree

## PART II-1: teacher cognition in literacy instructions (reading and writing)

Johnson 1992: teaching reading

Clearly defined theoretical beliefs



Consistent with their literacy instructions



A function-based approach orientation towards reading instruction

Authentic language situational contexts meaningful communication

### PART II-1: teacher cognition in literacy instructions (reading and writing)

Burns (1992)
Beliefs and writing instruction practices
Beginning ESL classes in Australia

Extremely complex and interrelated network of underlying beliefs, clustering around 5 major areas:



The nature of language as it relates to beginning language learning

The relationship between written and spoken language

The nature of beginning language learning and strategies relevant to language learning at this state

Learner characteristics, their ability to learn, and their ability to learn English

The nature of the language classroom and the teacher's role within it

## TEACHING READING AND WRITING IN A NON-ALPHABETICAL LANGUAGES

What are the challenges in teaching reading and writing Chinese, Japanese, Arabic, Farsi/Persian?

#### REFLECTION

- •What's your takeaway from the article:
  - What notions are new to you?
  - Which part is interesting/makes you want to explore more?
  - Which part of the article that you don't agree?
  - What's missing in this article?

- How did you approach this article:
  - Did you 'skim and scan' first?
  - What's your first impression?
  - Did you make predictions of the content before you read it in details (after you read the title and skim through it)?
  - Why did Chen laoshi choose this article?

- How did you read this article:
  - Did you take notes during the reading?
  - Did you pause to think about the concepts that you don't understand or have doubts?
  - Were you able to relate some of the content to your personal experiences?
  - What were the challenges reading it?
  - Did you 'read critically'?

- How did you write the journal entry:
  - Did you think about the structure/write the draft first and revise?
  - Briefly describe the process of your writing
  - Did you read 'how to write a critical review'?
  - How long did it take you to finish the entry?

- How did you write the journal entry:
  - Which part is easier/more difficult to write: please provide the reasons
    - summary
    - critical review
    - personal reflection

- Read and comment on your partner's journal entry: see the rubric handout
- •If you didn't do it, please skim/scan the article now and answer the questions in the previous slides.

- Share your summary
- Share your critical review
- Share your personal reflection

#### **NEXT CLASS**

#### Readings:

- 1. Shrum, J. and E. Glisan (2016). Understanding language learning through second language acquisition theory and research. *Teacher's Handbook:*Contextualized Language Instruction (fifth edition, ch. I, pp. I-37). Boston, MA: Cengage Learning. (PDF on Canvas).
- 2. Minor, D. (2014). History of second language acquisition. In *On being a language teacher*, p. 97-114. New Haven: Yale University Press. (journal entry)
- https://bit.ly/2Tgocyd

#### **NEXT CLASS**

- Journal entry instructions:
  - Entry type: summary & critical responses/reflection
  - · Length: 2-page, double-spaced, I-inch margin
  - Submission: upload to Quercus before next class (Jan.
    22), and bring a hard copy to the class (doubled-paged)

#### **NEXT CLASS**

- •Format:
  - Summary: half a page maximum
    - how to write a summary (UT writing center)
  - Critical response/reflection: one and a half page
    - how to read critically (UTSC writing center)
    - how to write a critical review (UTSC writing center)