

LIN/LTL 487

SECOND LANGUAGE PEDAGOGY

WEEK 2

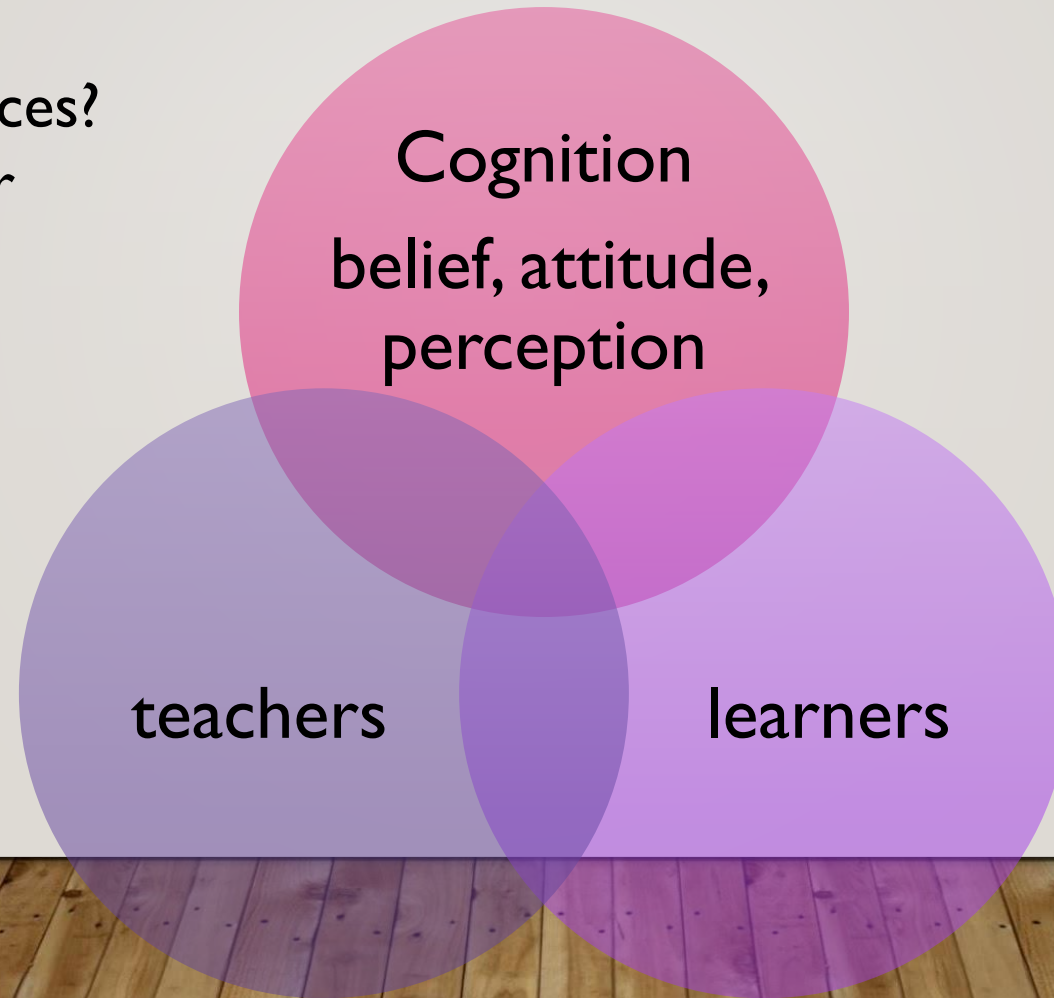
SPRING 2019

OUTLINE

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

GOAL

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



BORG (2003)

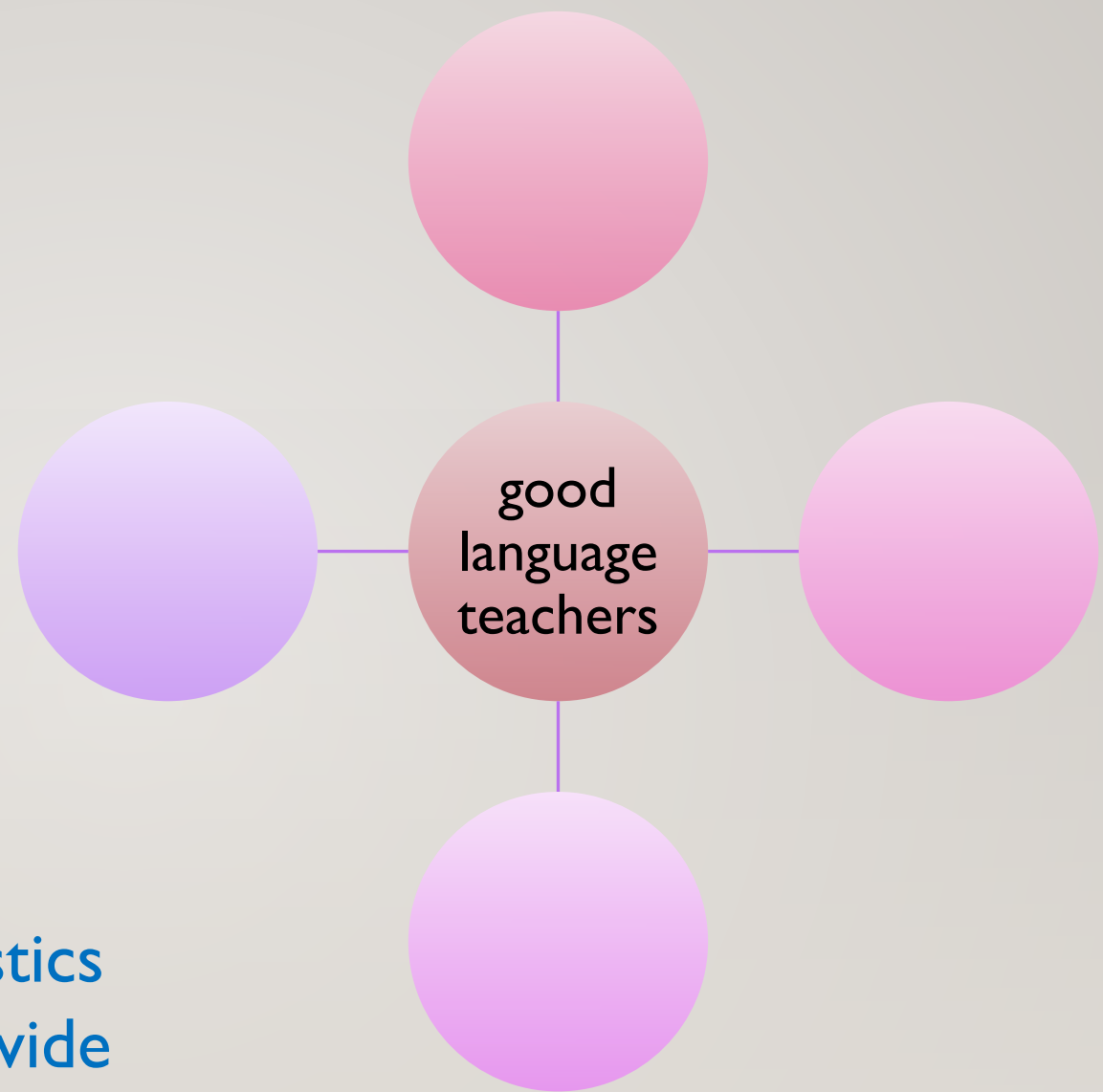
- Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36 (2), 81-109.



1. What are the characteristics of a good language teacher?

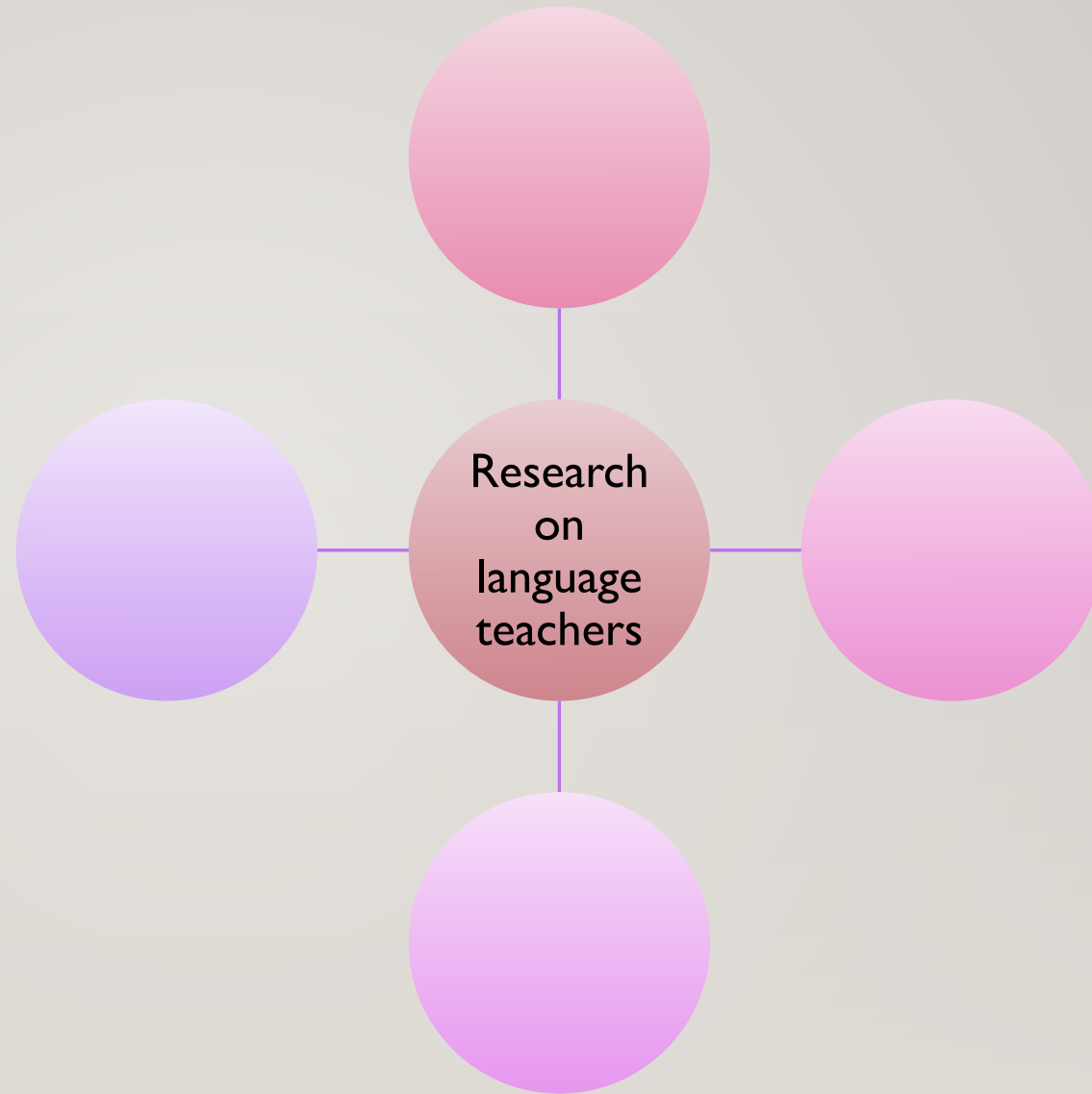
Think about your own experiences.

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





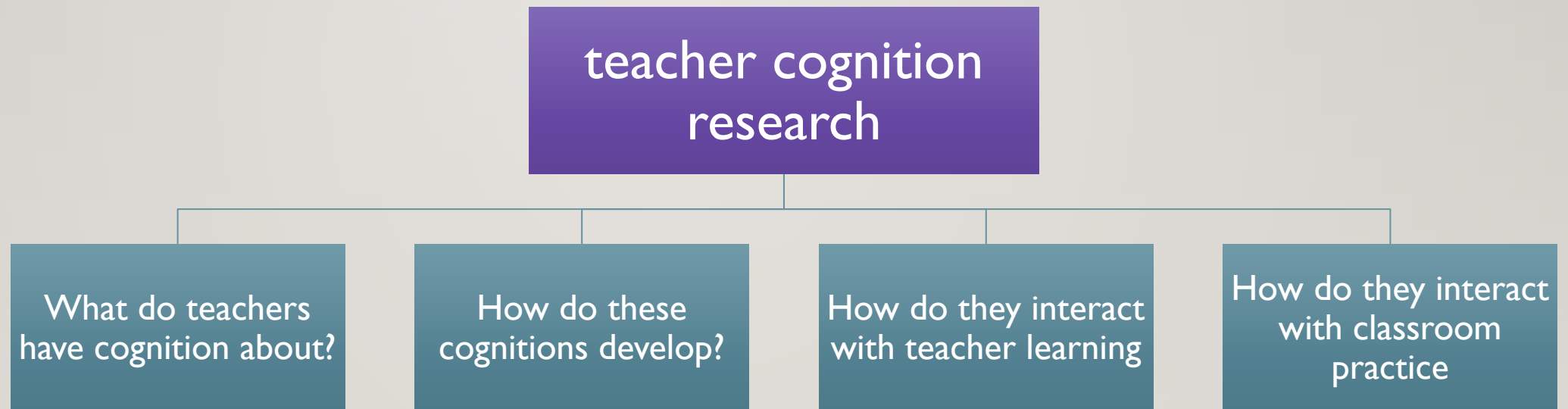
Why is it important to conduct research on what language teacher think, know and believe?



Teacher cognition:

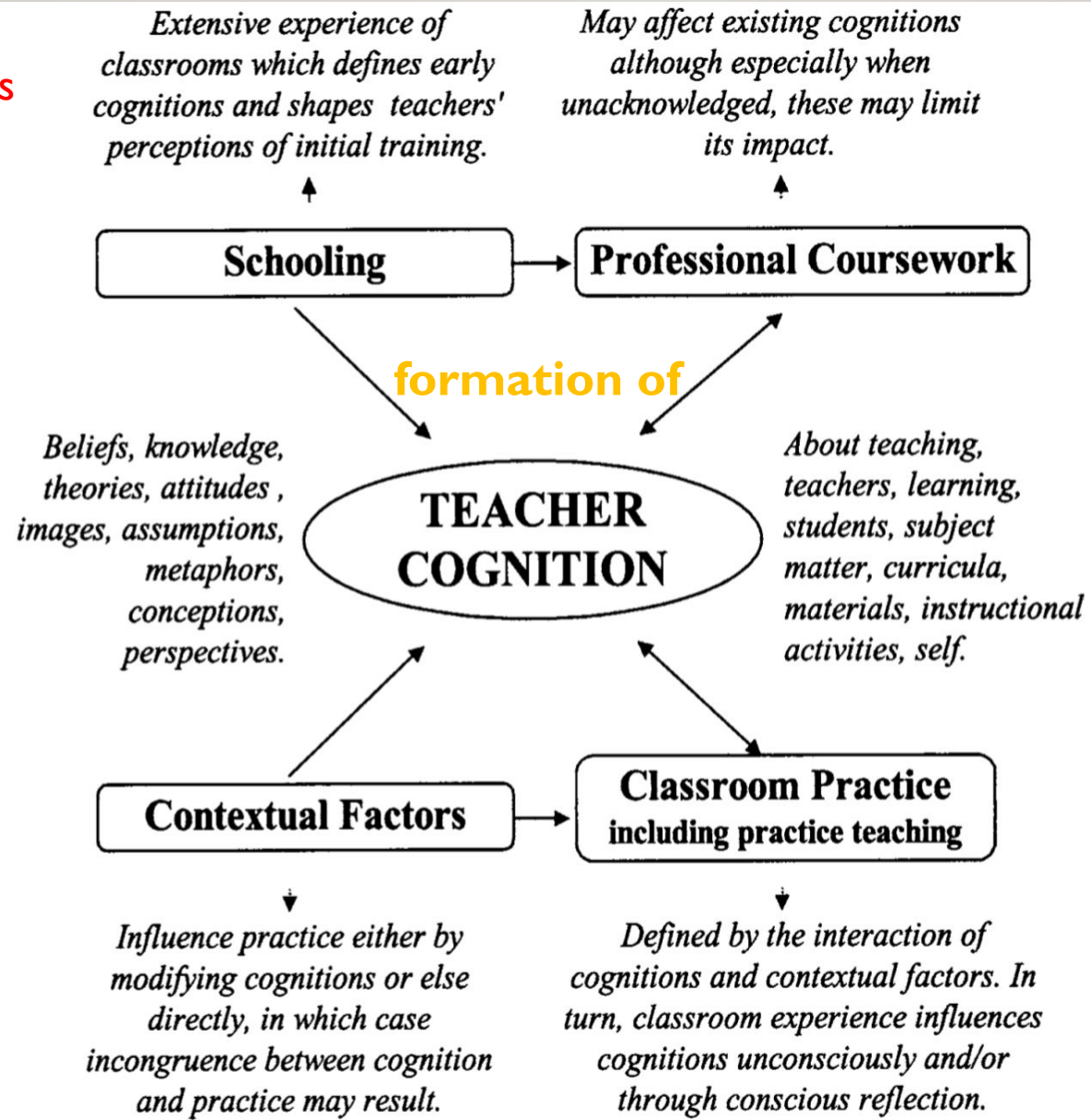
the unobservable cognitive dimension of teaching—what teachers know, believe and think.

What are your predictions about these research questions?



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.

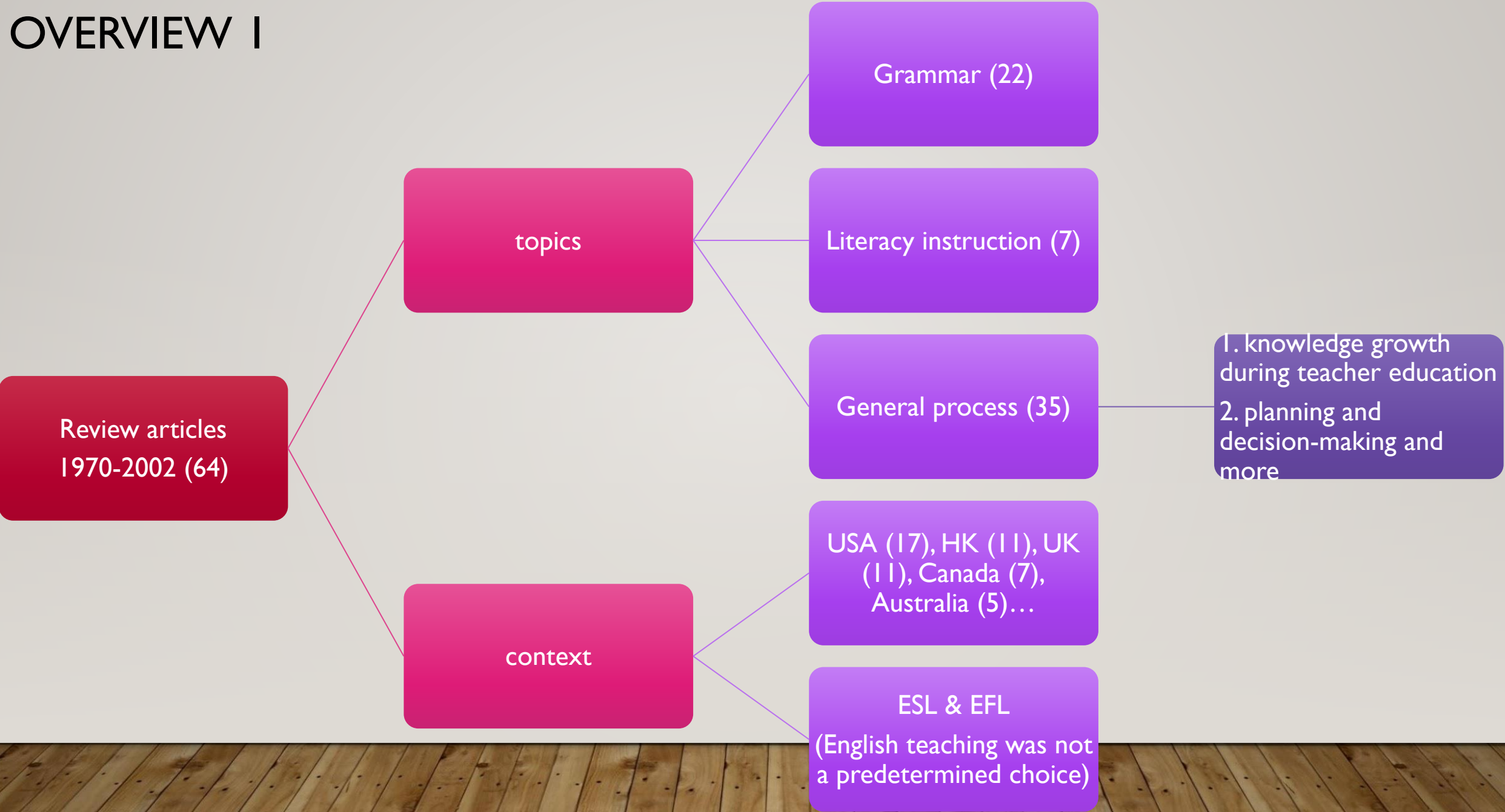


Need to acknowledge trainee teachers' prior beliefs.

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

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

OVERVIEW I



OVERVIEW 2

Teachers
cognition
literature review

Part I

Part II

cognition and
prior language
learning
experience

cognition and
teacher education

cognition and
classroom
practice

grammar

literacy

PART I-I: 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)

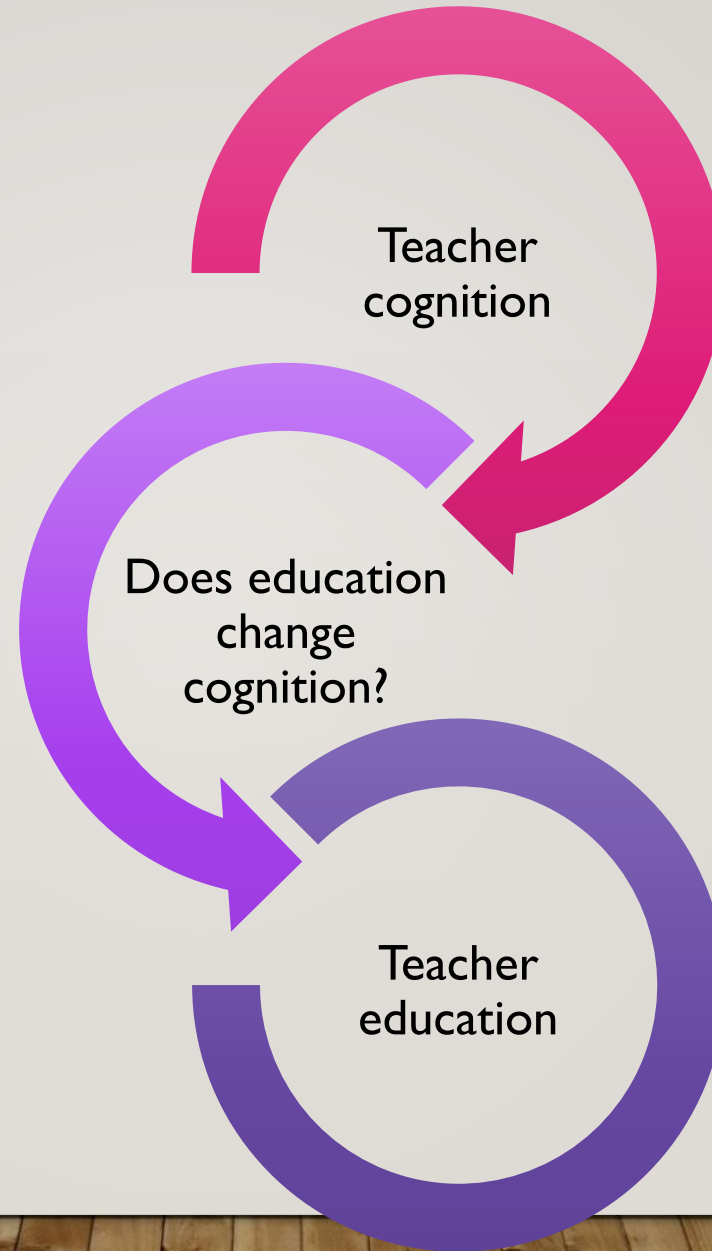
Negative prior language experience

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

REFLECTION

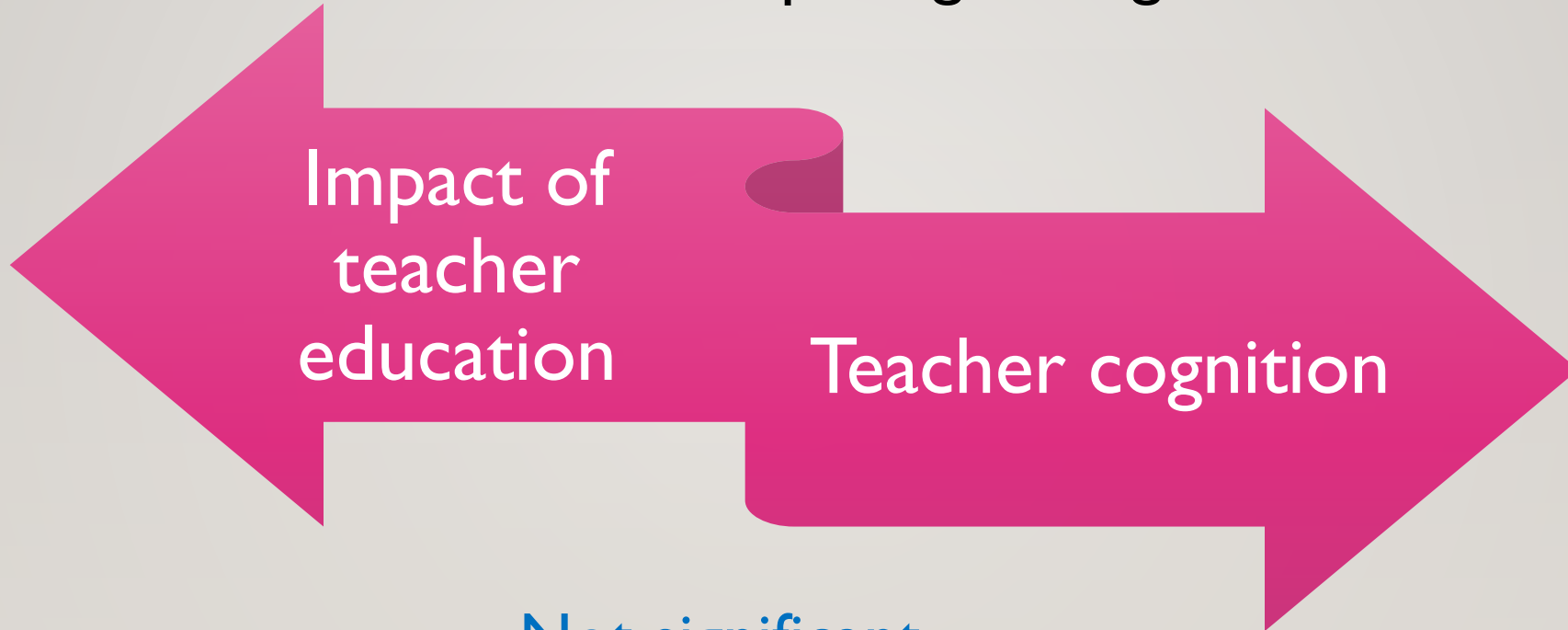
- Do you agree with the aforementioned positive experience? Why/why not? More to add to the list?
- Do you agree with error corrections? Think of it from both the learner and the teacher's perspectives. Why/why not?

PART 1-2: cognition and teacher education



PART 1-2: cognition and teacher education

Some surprising findings



Not significant
(Kagan 1992)

PART 1-2: cognition and teacher education

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.

PART 1-2: cognition and teacher education

Another interesting finding
(Almarza 1996)

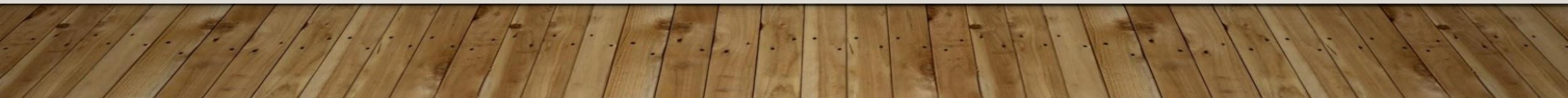
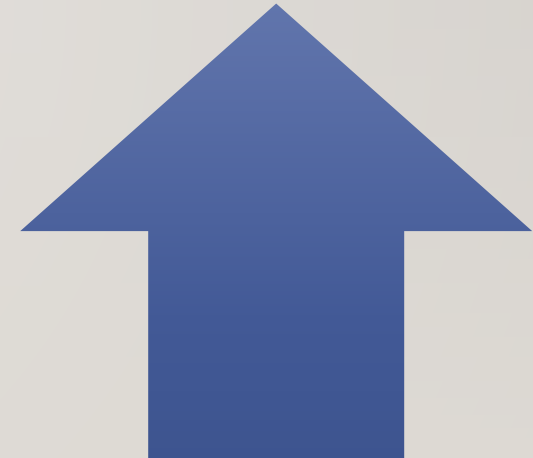
Variability in changes and
acceptance of teacher education



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



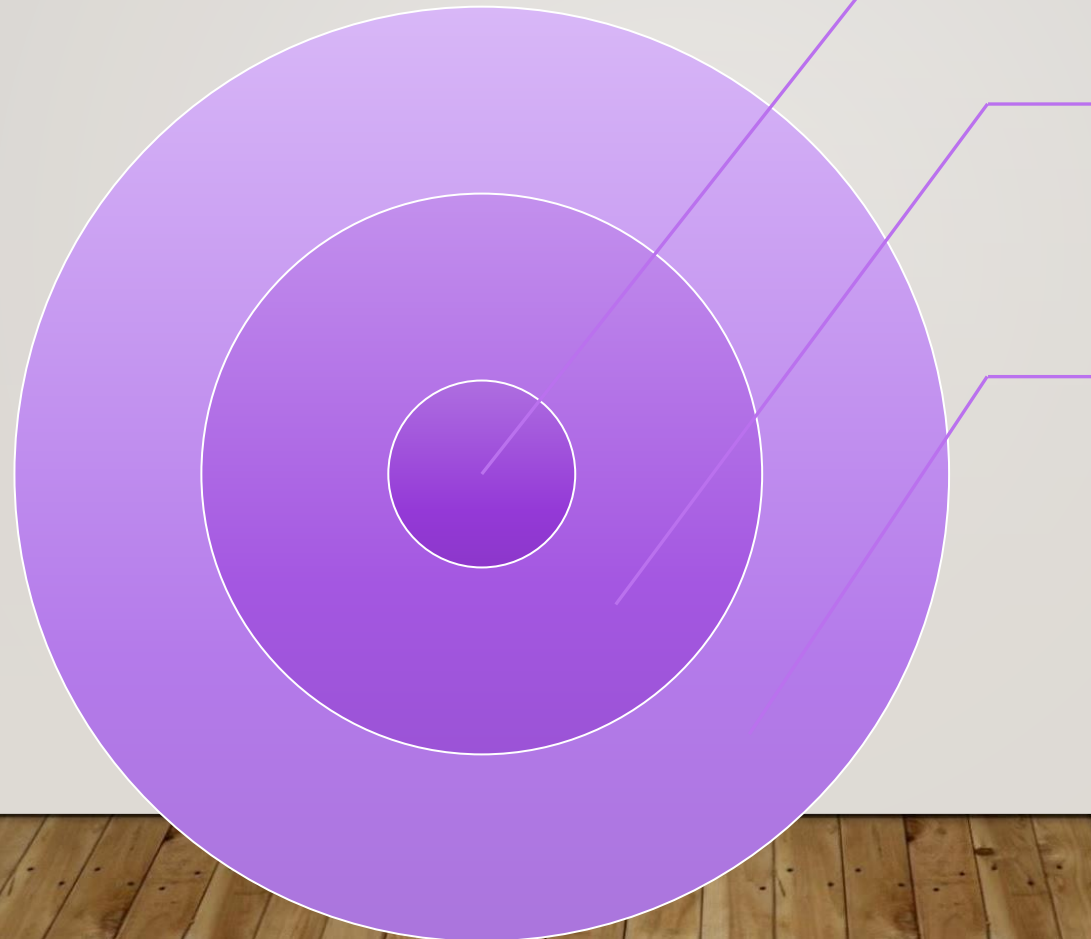
It did not alter significantly the cognitions the students brought to the course.



PART 1-2: cognition and teacher education

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.

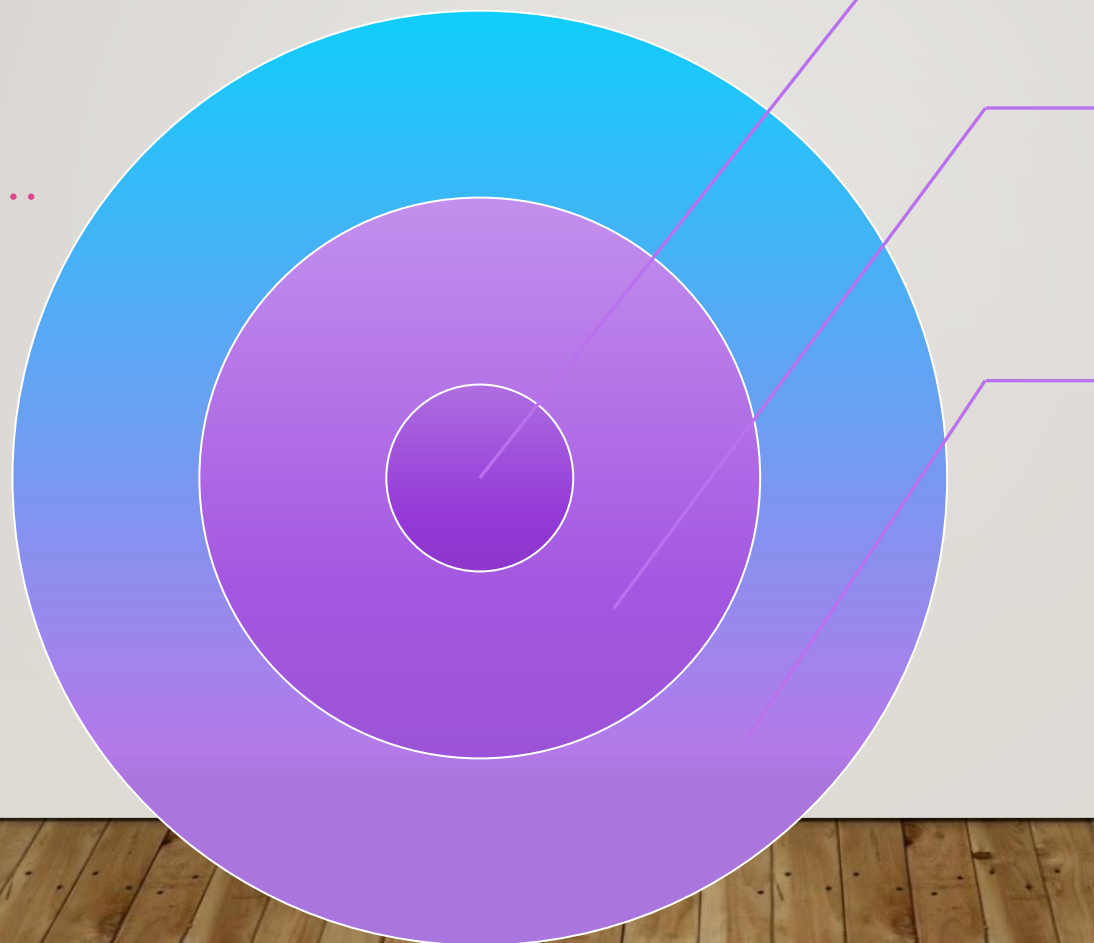
People who speak more than one language well are very intelligent.

PART 1-2: cognition and teacher education

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

Peacock 2001

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



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

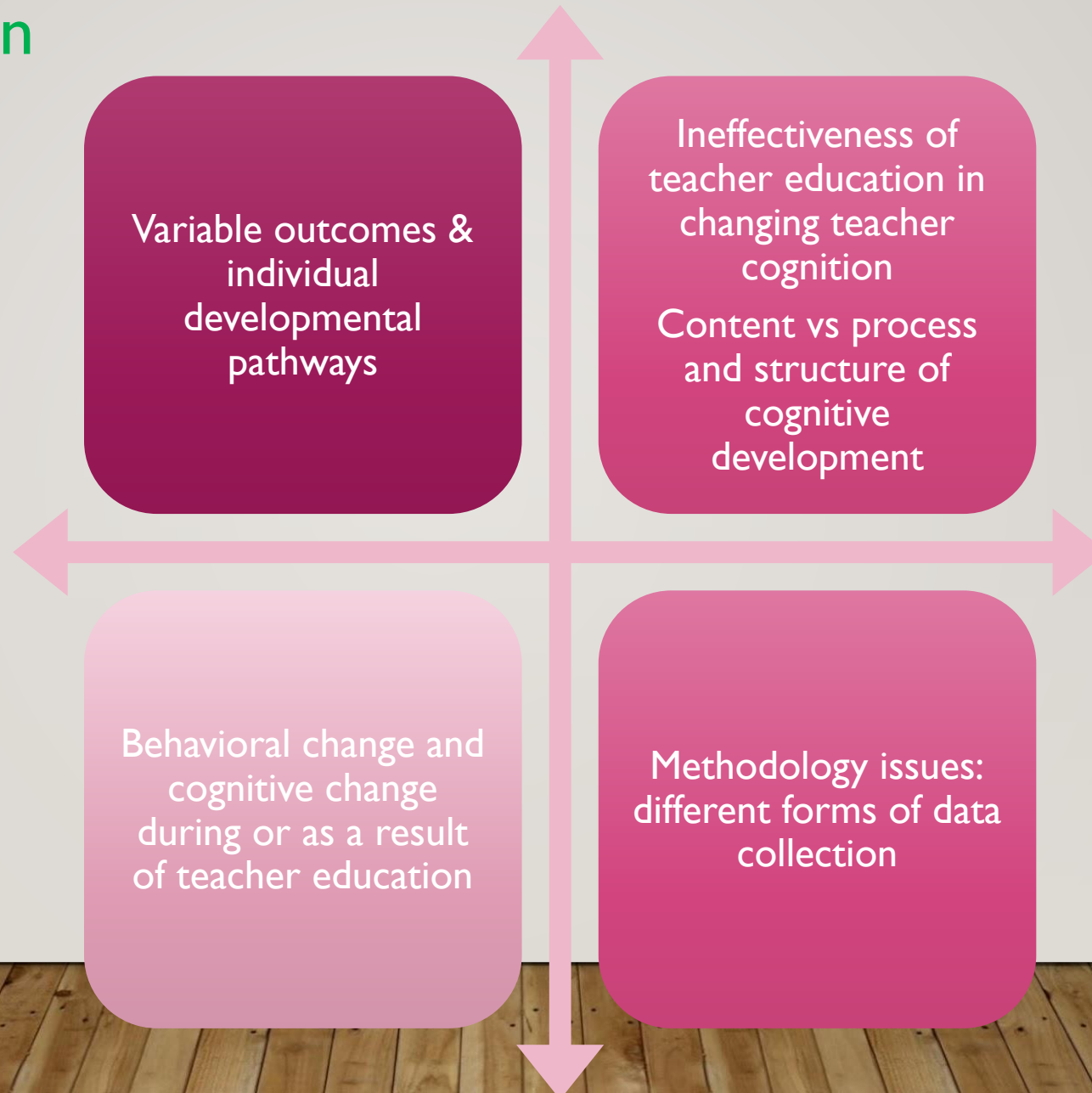
Learning a foreign language is mostly a matter of learning a lot of grammar rules.

7% vs. 52%

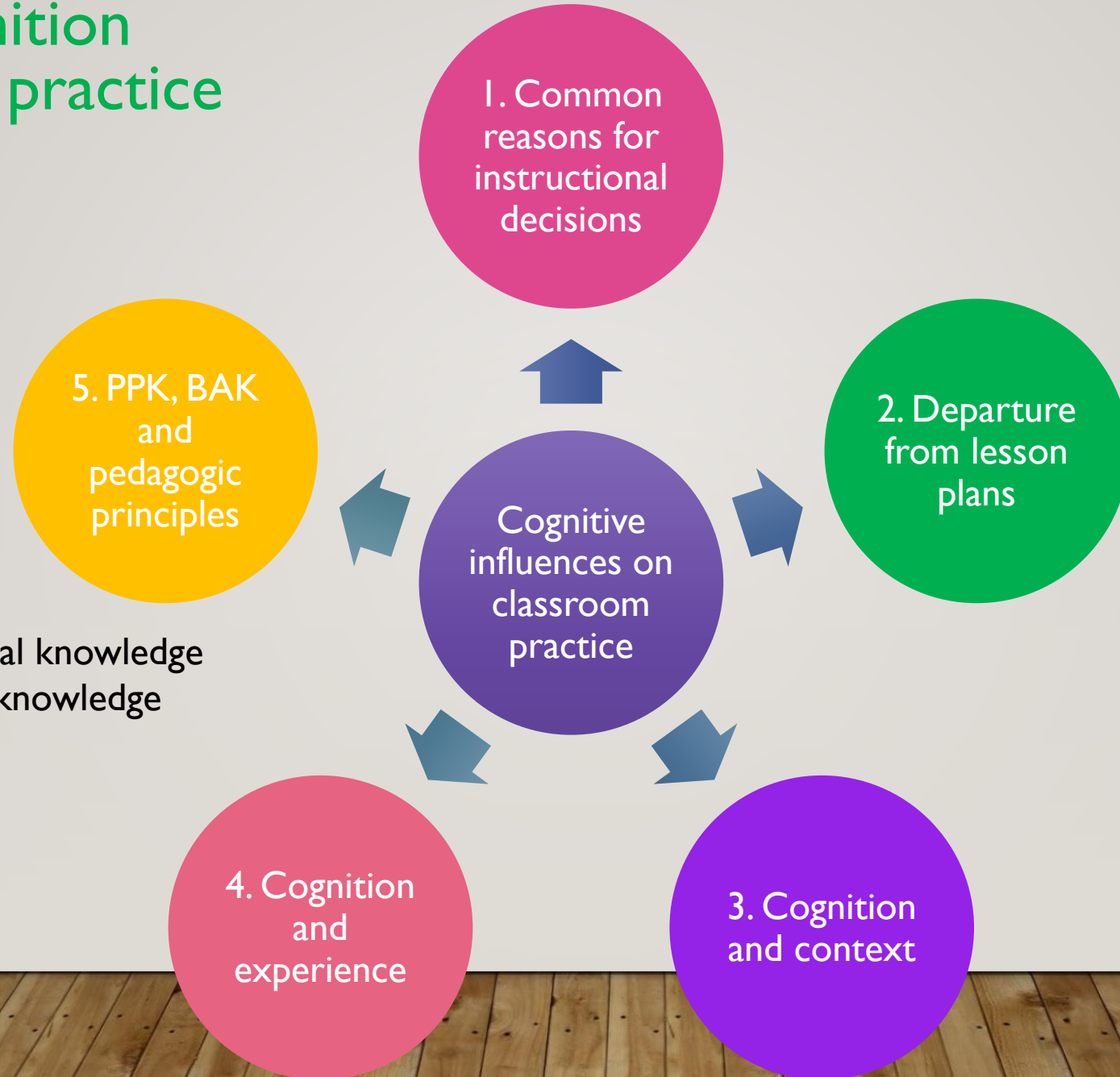
People who speak more than one language well are very intelligent.

PART 1-2: cognition and teacher education

Summary

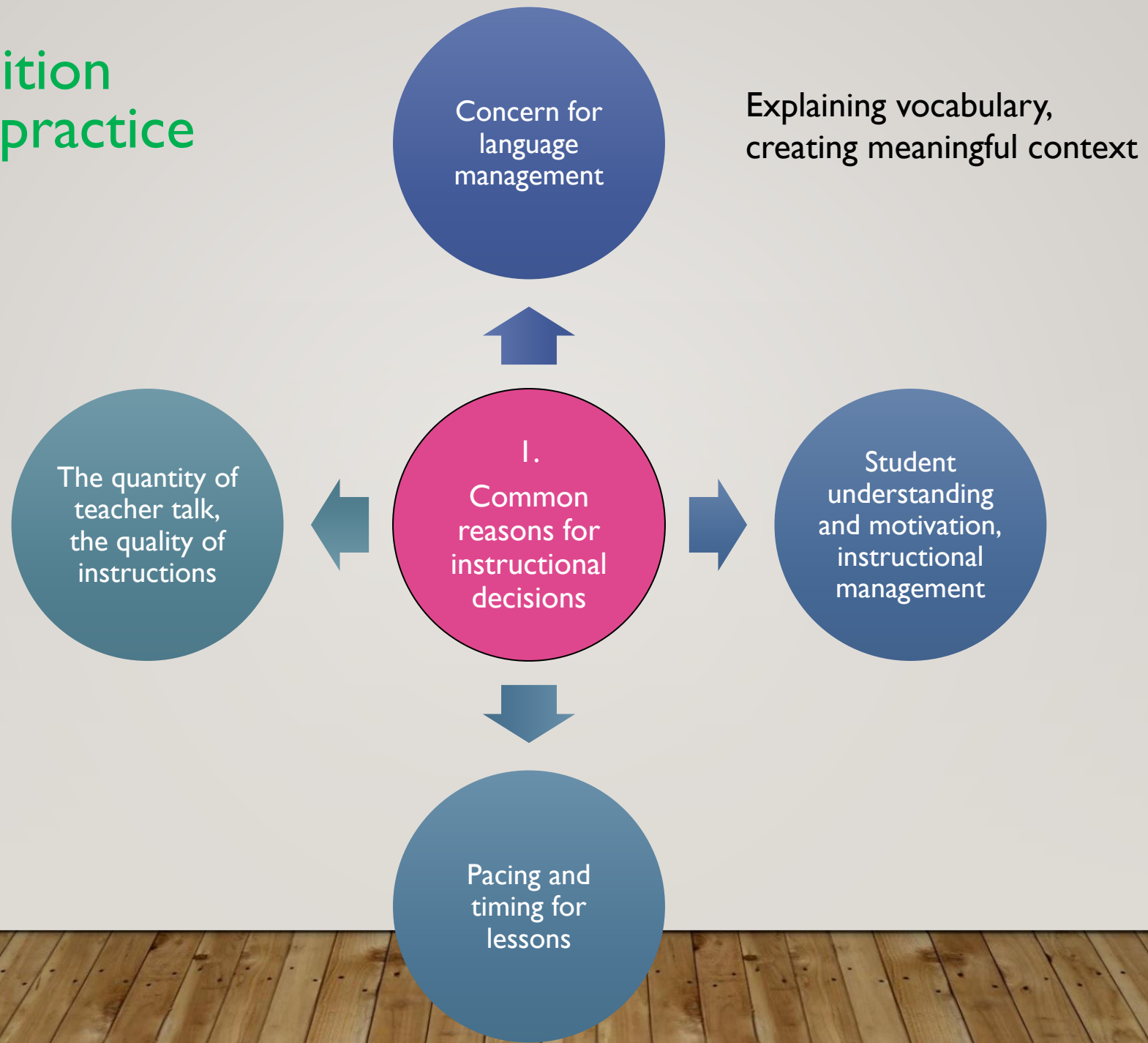


PART 1-3: cognition and classroom practice

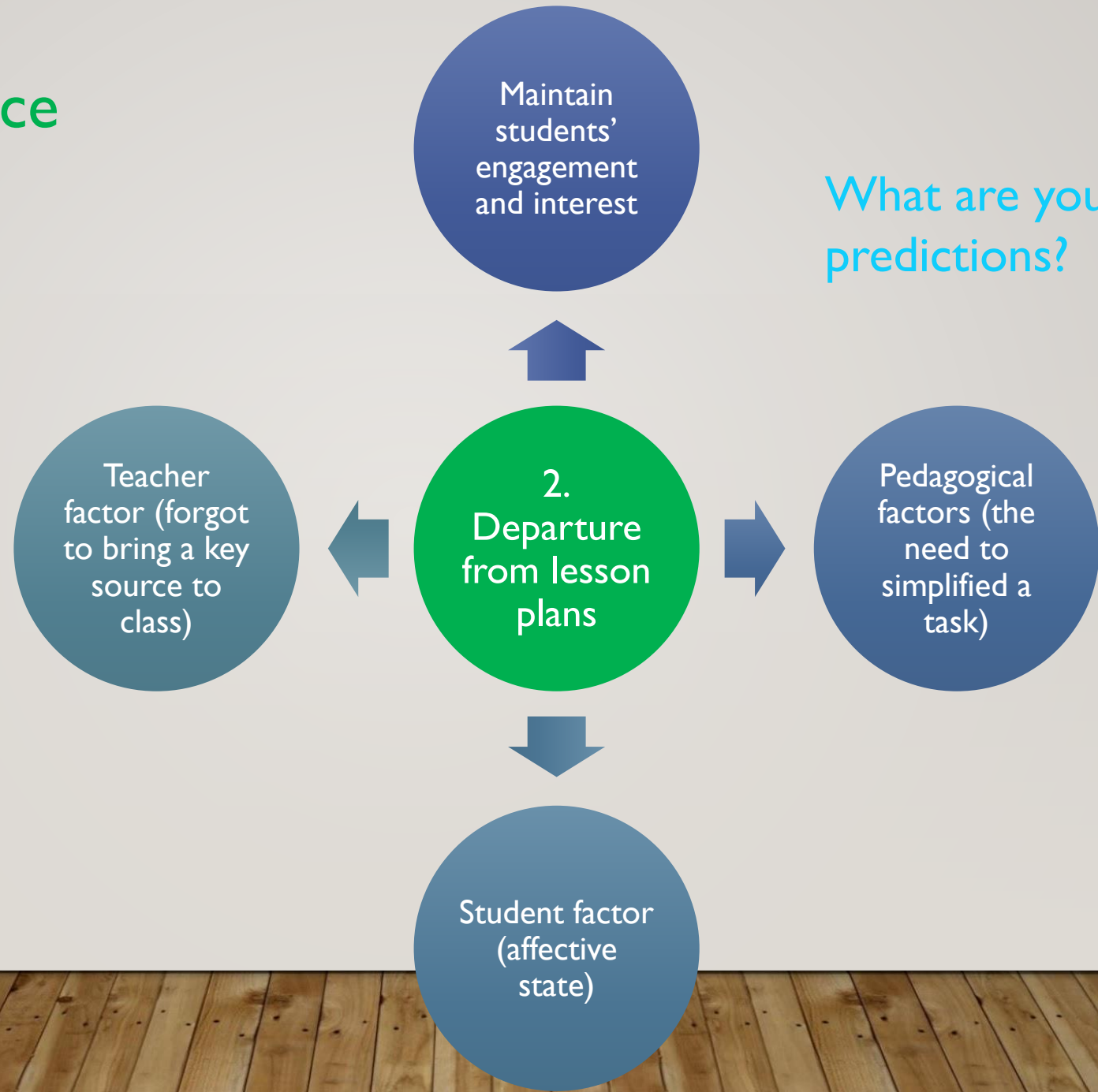


PPK: personal practical knowledge
BAK: belief, attitude, knowledge

PART 1-3: cognition and classroom practice



PART 1-3: cognition and classroom practice

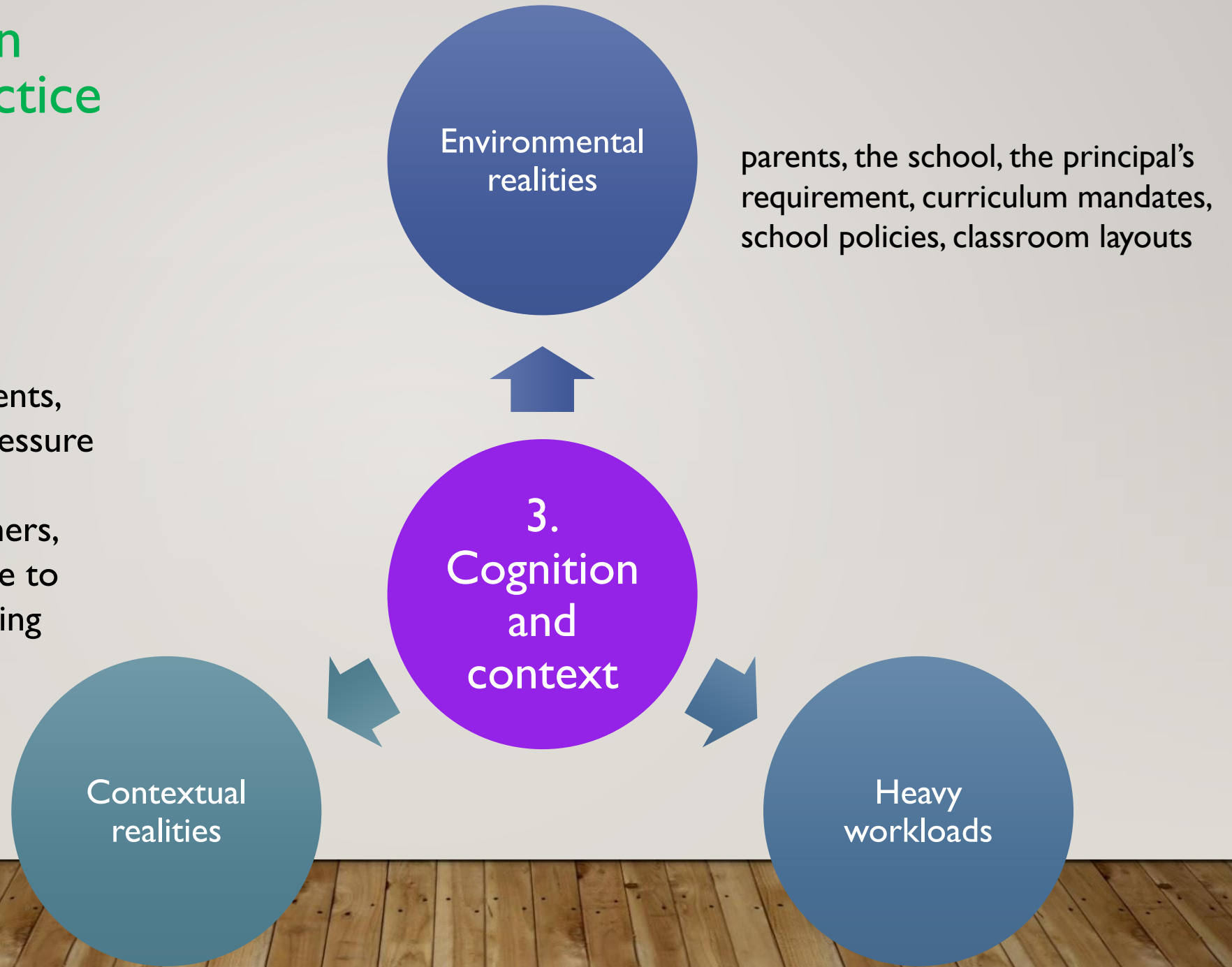


What are your predictions?

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

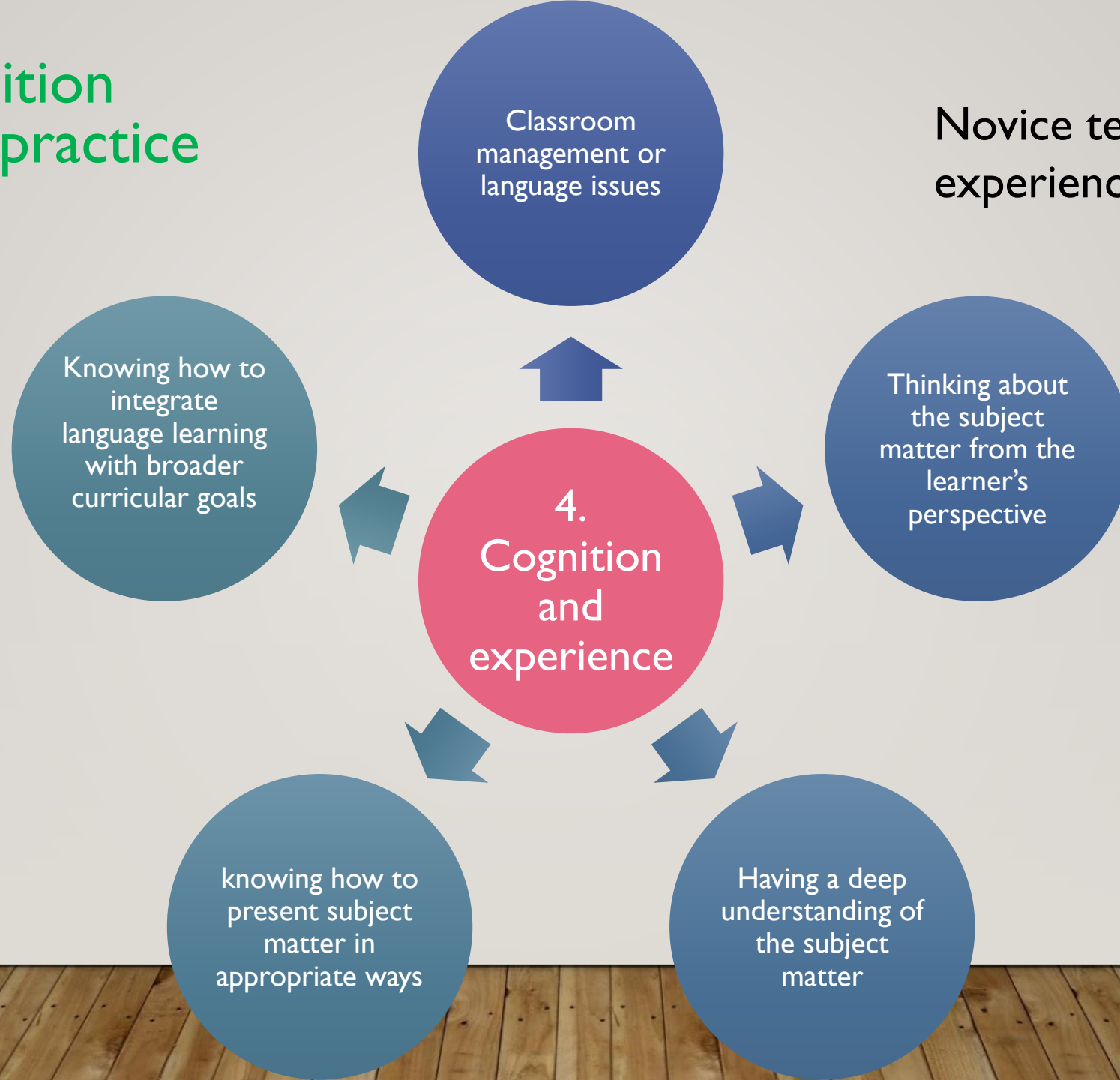
PART 1-3: cognition and classroom practice

larger classes,
unmotivated students,
exam pressure, pressure
to conform to
experienced teachers,
students resistance to
new ways of learning



PART 1-3: cognition and classroom practice

Novice teachers vs. experienced teachers

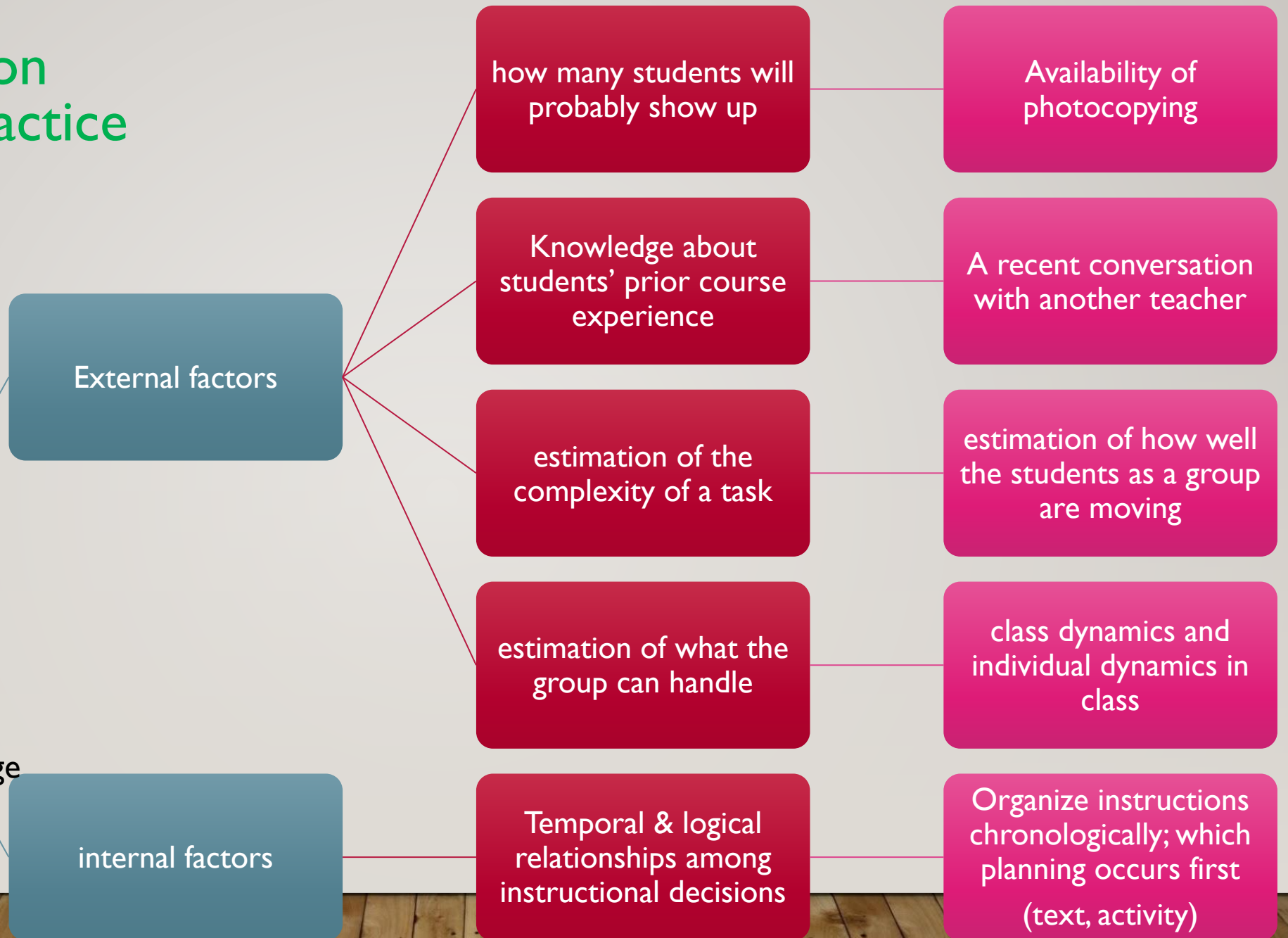


PART 1-3: cognition and classroom practice

Woods 1996:
A longitudinal study of
planning and
decision-making in ESL
classrooms in Canada.

5. PPK, BAK and
pedagogic principles

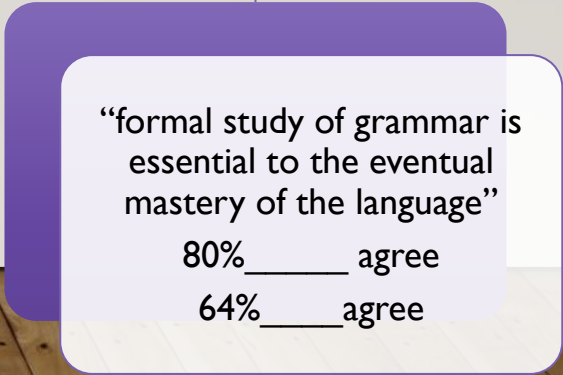
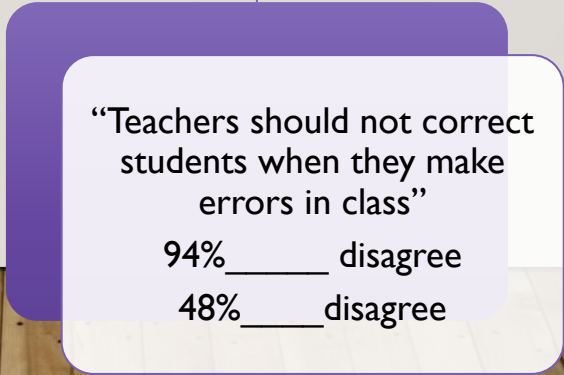
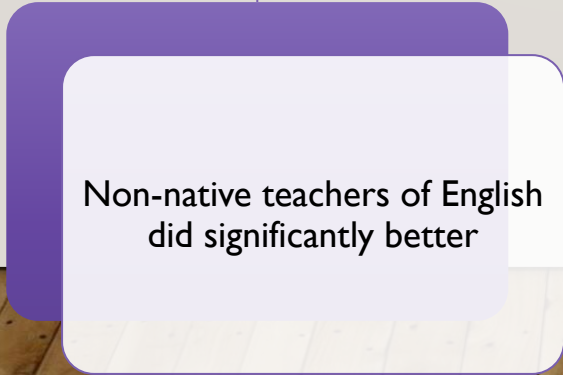
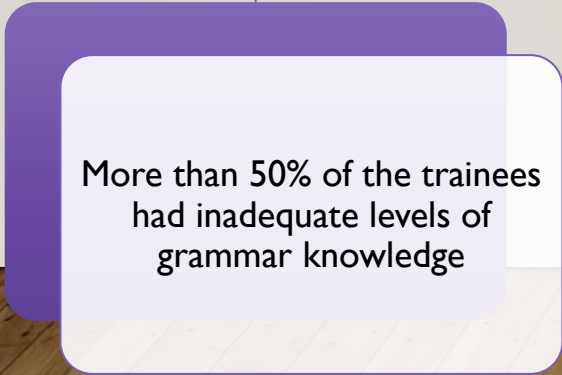
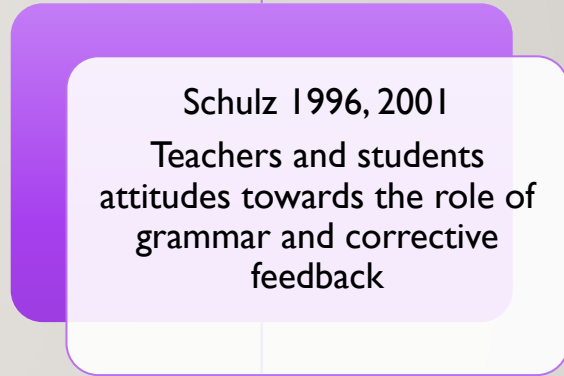
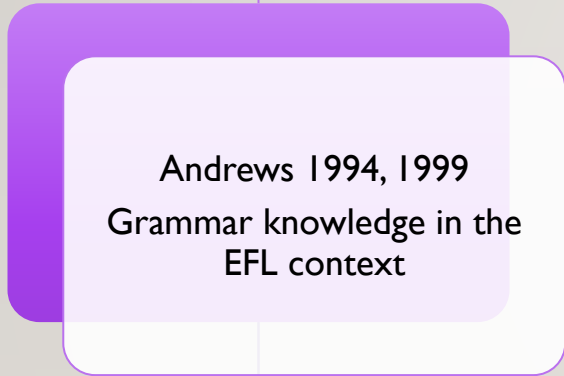
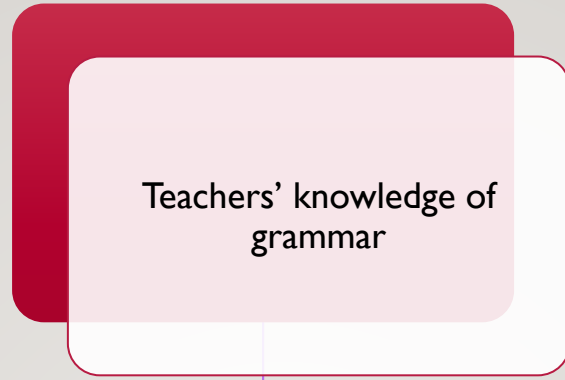
PPK: personal practical knowledge
BAK: belief, attitude, knowledge



REFLECTION

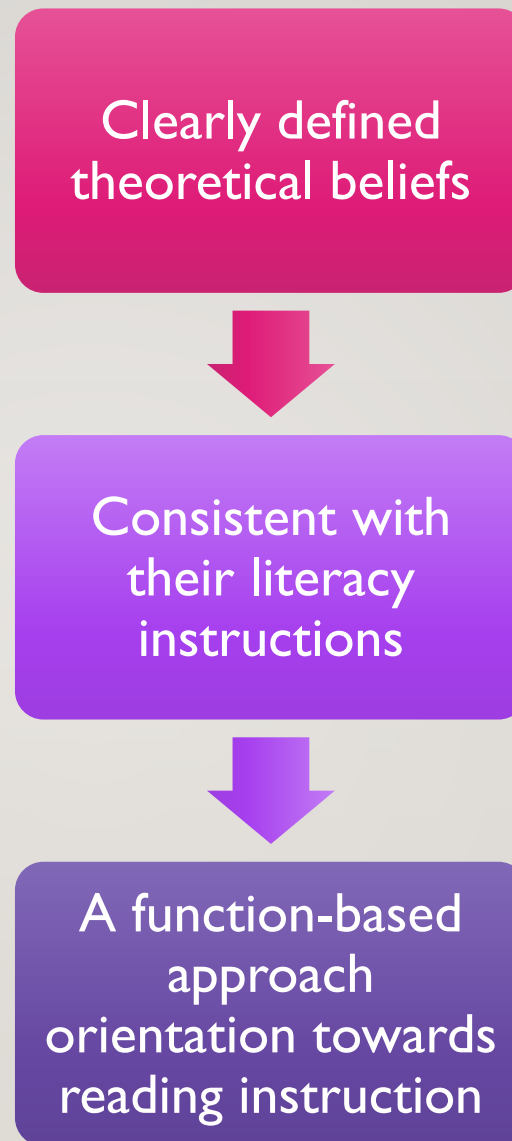
- Please discuss one of the following contexts:
 - If you've taught a foreign language before, please describe the challenges you've faced and how to solve them.
 - If you plan to teach English/French/any language, what are the challenges that you've predicted? How do you plan to solve them?
 - If neither 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- I: teacher cognition in teaching grammar



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

Johnson 1992:
teaching reading



Authentic language
situational contexts
meaningful communication

PART II-I: 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?

WESELY, P. (2012)

- 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?

WESELY, P. (2012)

- 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'?

WESELY, P. (2012)

- 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?

WESELY, P. (2012)

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

WESELY, P. (2012)

- 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.

WESELY, P. (2012)

- 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. 1, pp.1-37). 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, 1-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)