



Center for

EUROPEAN STUDIES


at the University of Florida

Language Teacher Summer Institute

Summer 2024

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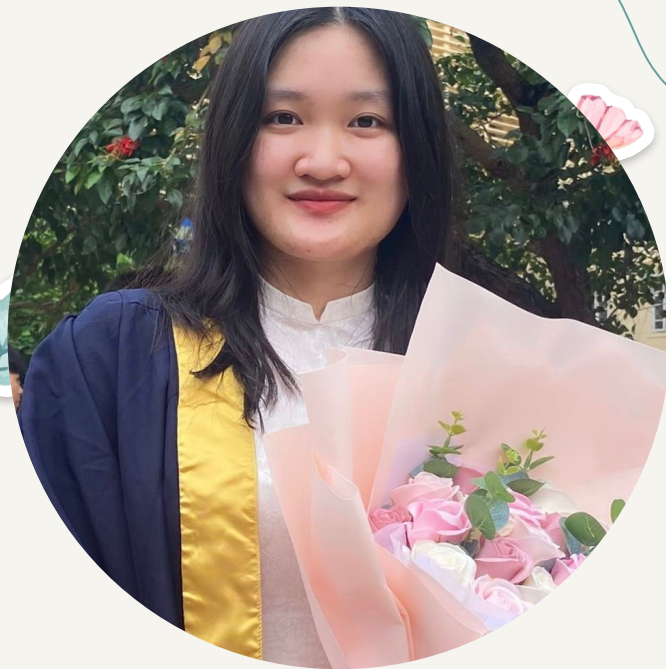
ces@clas.ufl.edu

The background features several decorative elements: a light green and white wavy pattern, a teal flower sticker in the top left, a green leafy branch sticker in the top center, an orange flower sticker in the top right, a teal leaf sticker in the top right, a pink flower sticker in the middle right, a teal leafy branch sticker in the bottom right, a teal leaf sticker in the bottom left, and a pink flower sticker in the bottom left.

Language Teaching Summer Institute 2024 (LTSI) Final Project

01

My biography





My biography

- My name is Hoai An Nguyen, and I am from Vietnam. I am 22 years old, and I have just graduated from Hanoi National University of Education. My major is English language teaching, so I am currently an English teacher in Vietnam.
- I am an introvert, so I did not think that I would be a teacher. However, in a twist of fate, I found my calling in the realm of English language teaching. This last-minute choice, which initially appeared to be a leap into the unknown, has now proven to be a first-rate decision leading to an unexpectedly fulfilling outcome.



The background is a light cream color with decorative elements. In the top-left corner, there is a green leafy branch. In the top-right, there is a pink flower and a pink petal. In the bottom-left, there is a green flower. In the bottom-center, there is a green leaf. In the bottom-right, there is a yellow flower. A thin green line curves across the top and bottom of the page. There are also light green curved shapes in the top-left and bottom-right corners.

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Reflection

Reflection on the course



The Language Teaching Summer Institute 2024 was a transformative experience, deeply enriching my understanding of the values, theories, and high-leverage teaching practices essential for effective language instruction. This reflection focuses on four key aspects:

- **Cultural Sensitivity and Inclusivity:** Language teaching is not just about grammar and vocabulary; it is about understanding and appreciating the diverse cultures that languages represent.
- **Student-Centered Learning:** Another critical value highlighted was the importance of student-centered learning. The institute advocated for teaching approaches that prioritize the needs, interests, and experiences of students.
- **Collaborative Learning:** The value of collaborative learning was also a central theme. The institute promoted the idea that learning is a social process and that students benefit greatly from opportunities to collaborate with their peers.
- **Technology incorporation:** Technology integration was a major focus at the institute, demonstrating how digital tools can significantly enhance language teaching and learning. The incorporation of technology in the classroom offers numerous benefits, including increased accessibility, engagement, and flexibility.





03

Theory



High-leverage teaching practices



HLTP 1: Facilitating target language comprehensibility

HLTP 2: Building a classroom discourse community



HLTP 3: Guiding learners to interpret and discuss authentic

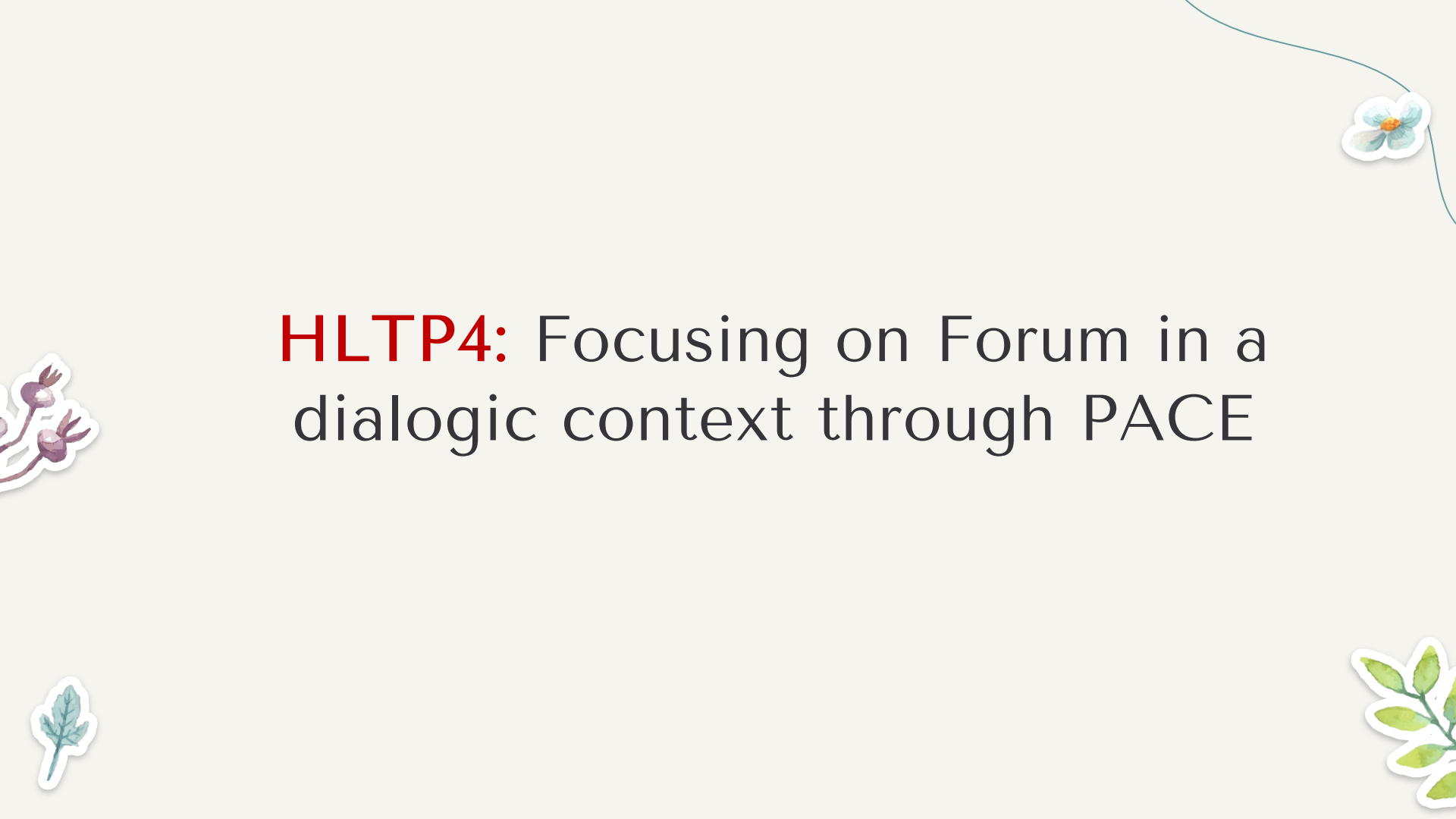
HLTP 4: Focusing on Forum ^{texts} in a dialogic context through
PACE





HLTP 5: Focusing on Cultural products, Practices,
Perspectives in a dialogic context

HLTP 6: Providing oral corrective feedback to improve
learner performance





HLTP4: Focusing on Forum in a dialogic context through PACE



Focusing on Forum in a dialogic context through PACE

PACE
(a core text)

resentation

ttention

o-construction

xtension



Focus on form

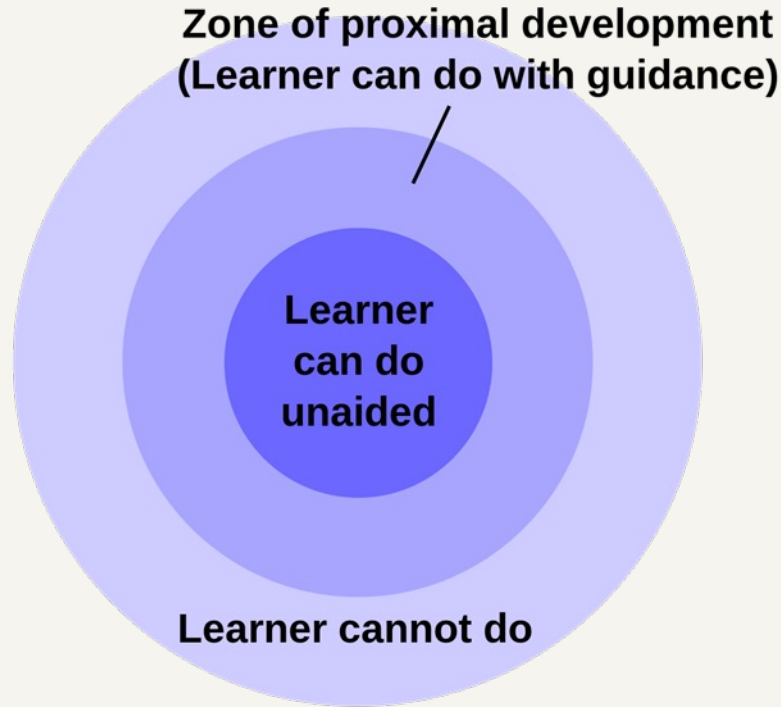
Traditional lesson

- Emphasizes specific grammatical rules and structures in isolation
- Students often memorize rules and complete exercises or drills that focus on accuracy and correctness
- Focuses on producing correct forms rather than understanding their use in real-life communication

Focus on form lesson

- Grammar is taught within the context of meaningful communication
- Students learn grammar as they engage in activities that require communication
- Emphasizes understanding how grammatical forms are used to convey meaning and achieve communicative goals

ZONE OF PROXIMAL DEVELOPMENT



 Teachers identify each learner's ZPD to provide appropriate support that is neither too easy nor too difficult.



PACE APPROACH



Step 1: Select and analyze your text

Step 2: Plan storytelling

Step 3: Practice storytelling

Step 4: Plan for Attention and Co-construction

Step 5: Prepare for dialogic interaction

Step 6: Develop extension activities





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Lesson plans of the week

Topic: Wildlife



Age group: 10th grade students (15 years old)


Duration: 45 minutes/lesson

Objectives: By the end of the lesson, students will be able to:

Language competences

- Understand the main idea and specific ideas of the reading text about Animal extinction
- Apply new words to talk about the topic “Wild animals”
- Write an essay on the topic: “Some people think that zoos are all cruel and should be closed down. Others however believe that zoos can be useful in protecting wild animals. Discuss both opinions and give your own opinion.”
- Apply grammar and vocabulary to discuss about problems related to wild animals

Attributes

- Develop self-study skills
 - Join in class activities actively
- 

Lesson 1: Speaking

Pre-speaking

- T plays a **Youtube** video about Polar bears for Ss to watch.
- T asks Ss to work individually to write down some features of polar bears that they can remember.

While-speaking

- T asks students to work in 4 groups.
- T gives each group a sheet of A3 paper to draw a wild animal and prepare a short presentation about the animal.
- After 7 minutes, T calls randomly 4 representatives from 4 groups to come to the board and present about their work in 2 minutes.



Post-speaking

- T asks each group to give feedback on other groups' performance based on the given criteria.
- T gives feedback on four groups' performance and emphasizes the area of improvement if necessary.





Lesson 2: Grammar



1. Presentation

- T tells the short story "The Lion and the Mouse" aloud to the class, asking Ss to listen for verbs in the past tense.

2. Attention phase

- T distributes highlighters or colored pens to students.
 - T asks Ss to individually highlight all the past tense verbs in their copy of the story.
 - T reviews the highlighted verbs with Ss, writing a list of past tense verbs on the whiteboard.
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3. Co-construction phase

- In pairs or small groups, T asks Ss to discuss the highlighted past tense verbs and what they notice about their forms (e.g., regular verbs ending in -ed, irregular forms).
- T guides a class discussion using targeted questions

4. Extension phase

- T invites students to do a quiz test through [Quizizz](#) to check their understanding



QUIZZZ

Lesson 3: Vocabulary

1. Presentation

- T shows a slideshow featuring different natural disasters and use the target vocabulary words to describe each scene.
- Ask students to repeat the words after you to practice pronunciation.

2. Practice

- Introduce the tech tool: **Quizlet**.
- T lets Ss review the vocabulary words and their definitions through flashcards.
- Then, take a practice test to reinforce learning

3. Production

- T divides Ss into small groups and give each group a set of natural disasters-related scenarios
- T asks each group to create a short dialogue or skit using as many of the target vocabulary words as possible.
- T has each group present their dialogue or skit to the class.

The image shows the Quizlet logo, which consists of the word "Quizlet" in a bold, blue, sans-serif font. The logo is centered within a white rectangular box. The background of the slide is light gray with decorative elements: a pink flower in the top left, a green leafy branch in the top right, a green leafy branch in the bottom left, and a green fruit in the bottom right.

Lesson 4: Writing

1. Pre-writing

- T asks Ss to join Quizizz to check their understanding about "Discussion essay"
- T asks Ss to join **Mentimeter** to brainstorm about the reasons why zoos should and shouldn't be opened.

2. While-writing

- T asks students to work individually to write about one side of the problem in 12 minutes.
- After 12 minutes, T collects the writing paper.
- T chooses two pieces of writing to show on the slide.

3. Production

- T show some Ss' paragraph on the slide.
- T asks Ss to read their friends' paragraph on the slide and give comments.
- T gives feedback on Ss' writing and emphasizes the area of improvement if necessary.



Lesson 5: Reading

1. Pre-reading

- T asks Ss to work in group of 4 to discuss three questions and write their answers on **Padlet**
 1. What is “Animal extinction”?
 2. What are the causes of this phenomenon?
 3. What are the consequences of Animal extinction?

2. While-reading

- T calls some Ss to underline the key words in the questions.
- T asks Ss to read the article about “Animal extinction” and complete comprehension exercises in the coursebook .
- After 7 minutes, T calls some Ss to give their answers and explain.
- T checks the answers with the whole class and corrects if necessary.

3. Post-reading

- T asks Ss to discuss in pairs about “What can governments do to protect wild animals?”



REFERENCES

1. Glisan, E. W., & Donato, R. (2017). Enacting the Work of Language Instruction: High-Leverage Teaching Practices. American Council on the Teaching of Foreign Languages. 1001 North Fairfax Street Suite 200, Alexandria, VA 22314.



THANK YOU!

