Designing a New Pre-service Professional Development Program:

Instructor Certification Course (ICC)

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LEARN Workshop
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Overall Goals

1. Develop foundational knowledge about key second language acquisition (SLA) concepts and foreign language teaching (FLT) principles and practices

2. Maximize student learning opportunities by teaching strategically

3. Foster student language awareness by teaching analysis of written and spoken discourse

4. Raise student cultural consciousness by teaching intercultural communication competence

5. Promote student autonomy by creating collaborative learning environment conducive to learning

6. Approach student assessment holistically to measure applied proficiency in contrast to traditional assessment

7. Conceptualize teaching through lesson planning, teaching acts and reflective tasks

Inventory of FLT Topic

- Lesson Planning
- Reading Strategically
- Listening Strategically
- Discourse Analysis
- Grammar in Context
- Vocabulary in Context
- Scenario-Based Instruction
- Project-Based Instruction
- Flipped Classroom

- Speaking for Fluency and Accuracy
- Intercultural Communication Competence
- Traditional and Authentic Assessment
- ILR & Text Typology
- Giving Feedback to Students
- Assessment
- Reflective Teaching

Inventory of SLA Topics

- Information/Cognitive processing
- Interlanguage
- Interaction and negotiation for meaning
- Corrective feedback during meaning and form negotiation
- Functional grammar
- Implicit – Explicit learning
- Noticing and attention

- Input-output hypothesis
- Memory capacity
- Working memory and long-term memory
- Situated cognition
- Agency and identity in foreign language socialization
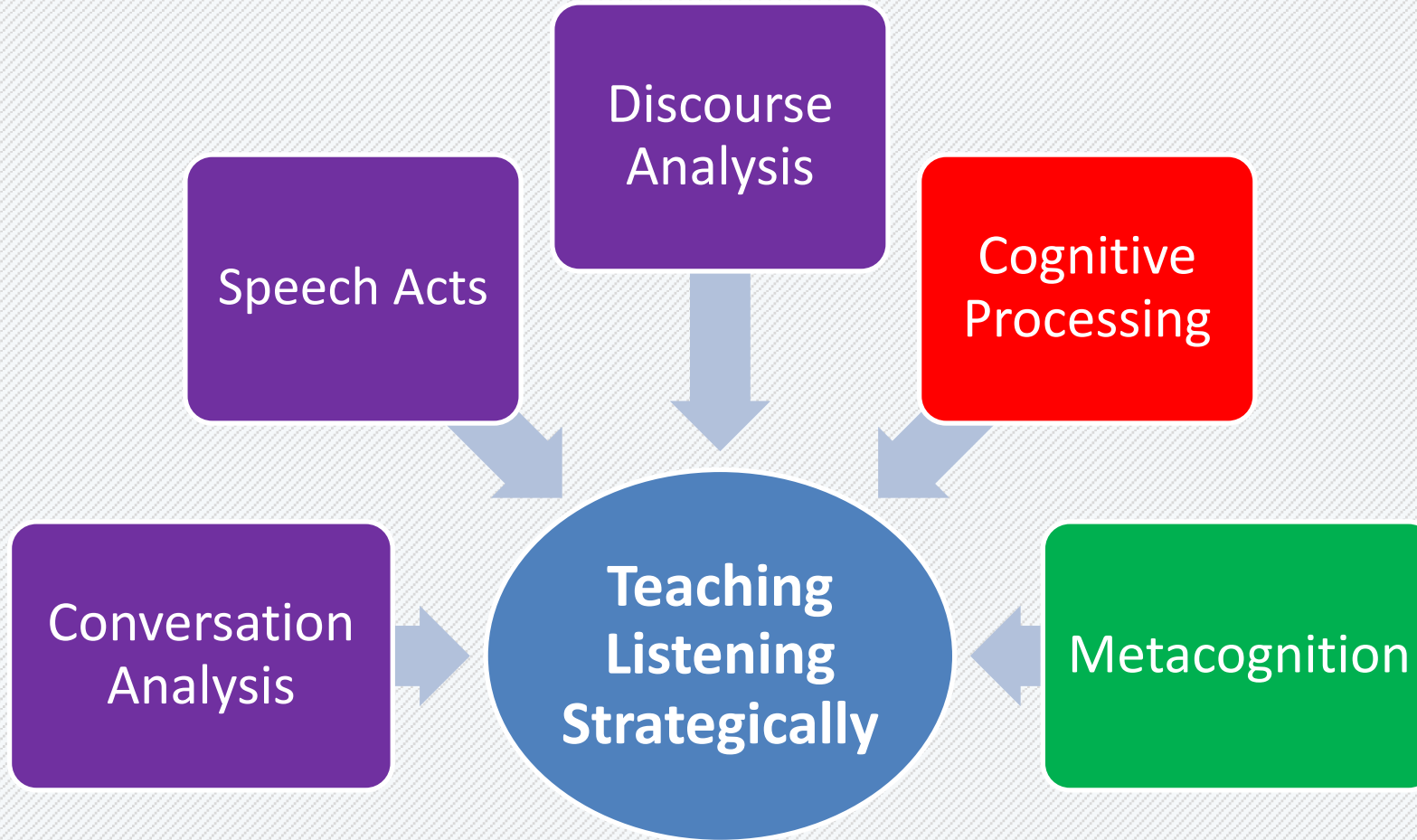- Enhanced input
- Language mediation

Language Analysis Topics

- Discourse analysis (linguistic, paralinguistic and extralinguistic elements)

- Conversation analysis

- Semantics

- Pragmatics

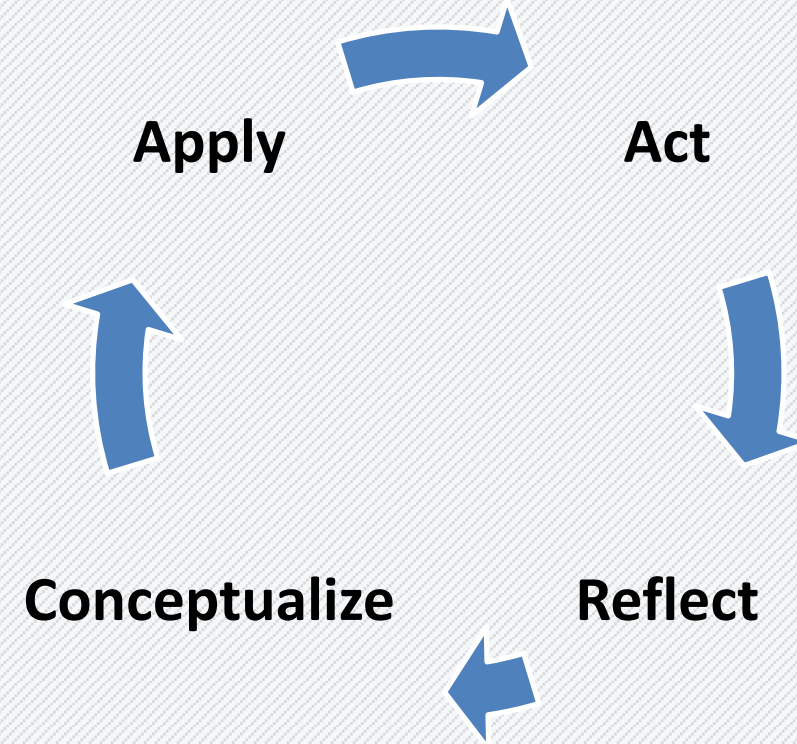# *Course Design Frameworks*

- **Adapted Layered Curriculum**

- **Experiential Learning**

Collective Activities

Directed Activities

Basic Activities

Apply

Act

Conceptualize

Reflect

Gencel and Saracaloglu (2018)

Kolb (2018)

Scope and Sequence

Instructor Certification Course Schedule

Week 1				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Introduction, Expectations in Accordance with DLIFLC Mission & *Pre-course Self-Assessment* **Lesson Planning**	**Creating Authentic Learning Experience:** **(1) Scenario-Based Instruction** **(2) Project-Based Learning** **Flipped Classroom**	**Teaching Reading Strategically** **Analysis of Written Discourse**	**Teaching Vocabulary in Context** **Reflective Teaching in ICC Context +** **Lesson Planning for Teaching Day 1**	**Teaching Day 1** (Reading, Vocabulary & SBI) **Feedback +** **Reflective Teaching +** **Teaching Portfolio** *Assessment of Teachers' Progress by Course Facilitators*

Week 2				
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Teaching Non-Participatory Listening Strategically **Conversation Analysis**	**Analysis of Spoken Discourse** **Textbook Adaptation +** **Lesson Planning for Teaching Day 2**	**Teaching Day 2** (Listening & SBI) **Feedback +** **Reflective Teaching +** **Teaching Portfolio**	**Teaching Grammar in Context**	**Teaching Speaking for Fluency and Accuracy** *Assessment of Teachers' Progress by Course Facilitators*

Week 3				
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Teaching Intercultural Communication Competence **Textbook Adaptation +** **Lesson Planning for Teaching Day 3**	**Teaching Day 3** (Speaking + Intercultural Communication Competence) **Feedback +** **Reflective Teaching +** **Teaching Portfolio**	**Assessment: Traditional, Performance and Authentic** **Textbook Adaptation +** **Lesson Planning for Teaching Day 4**	**Teaching Day 4** (All Certification Criteria) **Feedback +** **Reflective Teaching +** **Teaching Portfolio**	**Feedback to DLIFLC Learners** **ICC Portfolio +** **ICC Certification Process +** *Course Evaluation by Participants* *Post-ICC Feedback Report End-of-Course Self-Assessment*

Day	Time	Goals	Lessons	Major Topics
6	0745-1645	1. Differentiate between different types of spoken language 2. Identify processes and challenges in listening comprehension 3. Categorize what student can comprehend at different proficiency levels 4. Select level appropriate texts 5. Experience and assess listening strategies to facilitate comprehension 6. Analyze and design activities to: differentiate between literal and implied meaning; interpret degrees of clarity, truthfulness, and relevance in conversations; speculate the identity of the speaker/s 7. Evaluate the use of technology in teaching listening 8. Use technology to adapt textbooks based on previously presented aspects	**12. Teaching Listening Strategically**	▪ Different types of spoken language ▪ Processes and challenges in listening comprehension (linguistic, paralinguistic, & extralinguistic) ▪ ILR-what student can understand at different proficiency levels (L1, 2 & 3) ▪ Text modes ▪ Difference between literal and implied meaning ▪ Interpretation of degrees of clarity, truthfulness, and relevance in conversations ▪ Listening strategies to facilitate comprehension at different proficiency levels (L1, 2 & 3) ▪ Use of technology in teaching listening ▪ Textbook adaptation ▪ *Homework: Teaching spoken discourse. One teacher prepares a 5-minute presentation about benefits of teaching discourse analysis in FL classroom* ▪ *Bring a listening text for next teaching day*
7	0745-1645	1. Develop activities to identify intended actions in different speech acts 2. Develop activities to identify the social positions of speakers 3. Experience and assess different discourse analysis activities for lower and higher levels 4. Adapt textbook activities to incorporate discourse analysis 5. Develop a lesson plan for teaching listening and SBI (considering the certification criteria)	**13. Analysis of Spoken Discourse** **14. Conceptualize Teaching through Lesson Planning**	▪ Identify the intended action of different speech acts ▪ The role of sociolinguistic elements in creating the social position of speakers (identity, age, religion, education, etc.) ▪ Different discourse analysis activities for lower and higher levels ▪ Adapt textbook activities to incorporate elements of discourse analysis ▪ Develop a lesson plan for teaching listening and SBI (considering the certification criteria) *(Teaching Day # 2)*

Certification Requirements

- Certification Criteria (Performance-Based Assessment)

  1. Classroom Observation

  2. Professional Portfolio

Classroom Observation Criteria

- Adult Learning Principles

- Objectives-Driven Lesson

- Student-Centered Instruction

- Level-Appropriateness

- Critical Thinking Skills

- Effective Use of Technology

- Contextualized Skill Integration

- Authentic Learning Environment

- Feedback

- Assessment

Professional Portfolio

Part I: Awareness of Self, Students, and Surrounding

Part II: Intentionality of Actions (Lesson Planning, Teaching, and

Professional Development)

Part III: Ability to Assess Students' Needs

Part IV: Ability to Adjust Instruction

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Questions?

Thank you!

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