Everyday Is an IPA!

Using Backward Design Approach & Integrated Performance Assessment to Engage Students and Increase Their Language Proficiency

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Survey

- Please go to www.menti.com (https://www.mentimeter.com/)
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Instructional Hierarchy
AAA

- Acquisition
- Automaticity
- Application
What should our language teaching objectives aim for? Proficiency, Proficiency, Proficiency

- Focusing on Integrated Performance Assessment (IPA)
- Applying to real-life situation
- Using critical thinking skills to solve problems
What are the most efficient ways to help students learn a language?

- Explicit Instruction (I do, We do, You all do & You do)
- Acquisition
- IPA: Integrating three modes of communication (interpretive, interpersonal, and presentational) in all exercises/activities
- Automaticity
- Using as many stimulations as possible to increase retention (touch, listen, see, speak, taste, smell, think, etc.)
- Automaticity
- Maximize Opportunities to Respond (OTR)
- Automaticity
- Applying learned language to real-situation
- Application
Today’s Learning Objectives

- Participants will analyze an IPA and a lesson plan and identify if it will engage students in learning and increase their proficiency.
- Participants will come up with at least one higher order thinking question for this lesson to encourage and increase critical thinking skills.
Backward Design
以小学华文3B
第十七课核心
“失物”认领为例

- 课文
- What are the main learning objectives in this lesson? (Task-based)
- What kinds of explicit instructions that we should provide? (Acquisition)
- How to help students learn the vocabulary and grammar effectively and efficiently? (Automaticity)
- How to help students to apply learned vocabulary and grammar to real-life situation? (Application)
- What types of problems can students solve with the knowledge they learned in this lesson? (Application)
- How to guide students to do a project to solve some real problems? (Application)
Step 1
Set up Learning Objectives & Design Performance Tasks

Students can:

- Identify what are recyclable garbage and what are non-recyclable garbage and give examples to support their opinion.
  - Interpretive & Presentational
- Discuss three ways of reducing garbage within their group and share their ways to at least 2 people in other groups.
  - Interpretive, Interpersonal & Presentational
- Make a poster to list at least three methods to reduce our daily life waste, present it in the class, and explain how these solutions can help protect our environment.
  - Presentational, Interpretive, Interpersonal
Step 2: Explicit Instructions: Pre-Discussion & Begin to Teach Vocab

- Watch a short video clip: https://www.youtube.com/watch?v=tmhiglxga-4 (1:46-2:03)

- What questions can we ask while watching it:
  - 第一个人丢的是什么？ (facts)
  - 第二个人在哪里丢垃圾？你从哪里看出来的？ (facts)
  - 第四个人丢的是什么样的垃圾？ (facts)
  - 第四个人做了什么？这代表什么意思？ (facts, narration, and higher order thinking Q)
  - 最后地球怎么了？为什么？ (Description and higher order thinking Q)
  - 那我们可以做什么来帮助地球解决垃圾太多的问题？ (higher order thinking Q)
Step 2: Explicit Instructions:
Using I+1 to Teach Vocab & Knowledge

- Using this video and realias to teach vocabulary and the main concept: garbage, recycle, recyclable, and non-recyclable

- All the following vocab can be mentioned during discussion. Ask students to write them down in their notebook. Identify what garbage are recyclable and what are non-recyclable. Demonstrate how to identify and categorize them.
  - 垃圾
  - 回收
  - 可回收
  - 不可回收
  - 塑料袋—可回收
  - 透明
  - 汽水罐—可回收
  - 香蕉皮—不可回收
  - 水瓶—可回收
  - 吸管—不可回收
  - 纸巾/纸杯 / 纸张—可回收
  - 垃圾桶—可回收 / 不可回收
  - 午餐
  - 沙滩/海边
  - 丢
  - 掉
  - 捡
Step 3: Asking Essential Questions and Giving meaningful tasks

- What higher order thinking questions can we ask students?
- How to help the earth to avoid explode from having too many garbage? (Solving real problems)
- Divide students into small groups. Have them discuss how to reduce garbage. They have to come up at least 3 ways during discussion. And, then, use at least 5 learned vocabulary to write three sentences to explain their methods in their notebook. (Real-life tasks)
Step 4: Design Exercises for students to use learned vocab and Increase OTR

- Using Tic-Tac-Toe to increase OTR
  - 请问你们要用什么方法减少世界上的垃圾？跟三个同学分享你的方法，也听听他们要用的方法，并在井字里写下他们的名字，然后简单记录他们的方法。

- Making skits: Go back to view the video. Have students give the video a narration, conversation, scripts, etc. They can do role play, present their work, and record their skit for assessment.
Step 5: Application, Application, Application!

- **One-week Project**: Make a poster to list at least three methods to reduce our daily life waste, present it to audiences, and explain how these solutions can help protect our environment.

- **Two-week Project**: Recycle Project
Let’s Review:
What do we have to consider when designing an IPA & Lesson Plan

- What are the instructional hierarchy?
  - Acquisition, Automaticity, Application

- What are three communicative modes we should apply when designing an IPA?
  - Interpretive, Interpersonal, Presentational

- What should our language teaching objectives aim for?
  - Proficiency, Proficiency, Proficiency

- What are the most efficient ways to help students learn a language?
  - Engaging, Engaging, Engaging

- What should be the end-product that students should perform?
  - Application, Application, Application
Participants will analyze an IPA and a lesson plan to find out if it will engage students in learning and increase their proficiency.

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