Episode 1 (Chapter 10)

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Instructions for Episode 1 (Chapter 10)

EPISODE ONE

Designing a Language Lesson Appropriate for Diverse Learning Styles

ACTFL/CAEP 3.b., 4.c., 5.a.

TESOL P-12 PROFESSIONAL TEACHING STANDARDS 3.a., 3.b., 3.c., 4.c.

For this activity, use a lesson you created during earlier chapters of *Teacher's Handbook* or design a new one. Using the template in Figure 10.6, expand this lesson into a fully differentiated backward-designed lesson. Your lesson can focus on any of the elements previously discussed—for example, a presentation of grammar using the PACE model (Chapter 7) or work with an authentic listening or a reading appropriate for students at the elementary school, middle school, or high school level and beyond (Chapter 6). Within your lesson, design at least three activities that appeal to different learning styles. Refer to the elements of learning styles described earlier in this chapter (Oxford, 1990b; Scarcella & Oxford, 1992), and to the suggestions made by Gahala (1993) and Tomlinson (1999a) on how to differentiate instruction.

Differentiated Backward-Designed Lesson Plan: "Healthy Habits"

Grade: 6th Grade ESL

School: Washington Middle School, Seattle, WA

CEFR Level: A2 (Pre-Intermediate)

TESOL Proficiency Level: Emerging

Topic: Healthy Habits – Daily routines, hygiene, and wellness

Framework

This activity is structured according to the "backward design" model with differentiation, as outlined in Figure 10.6 of *Shrum and Glisan (2016, p. 348)*. The activity begins with intended outcomes, then moves to assessments, and finally lesson planning using strategies that match different learning styles.

Understanding the "Backward Design" Planning

Shrum and Glisan (2016) explain that the "backward design" is a planning method in which the teacher first identifies what students should learn, then decides how their learning will be assessed, and finally plans lessons that support students in reaching that goal (p. 90).

"In backward-design planning, the desired end result drives the creation of unit and lesson plans and assessments" (Shrum & Glisan, 2016, p. 90).

Stage 1 – Desired Results

Component	**Description**
Established Goals	TESOL Standard 1: Students will communicate in academic and social contexts
Understandings	Language can express and support healthy living routines
Essential Question	How can I describe my daily habits and healthy routines in English?
Knowledge	Key vocabulary: hygiene, food, sleep, daily routines
Skills	Use present simple tense; describe routines; ask and answer simple questions; write basic texts

Stage 2 – Assessment Evidence

Type	Description
Performance Tasks	Create visual routine chart, role-play a conversation, give a short presentation on a healthy habit
Other Evidence	Vocabulary quiz, audio comprehension, exit ticket *(Can be differentiated)*
Key Criteria	Use of target vocabulary; clarity and accuracy in speaking/writing *(Not differentiated)*

Stage 3 – WHERETO Learning Plan

Component	Description
W – Where the lesson is going?	Begin the lesson by showing students a short video or images about the topic "health habits"
H – Hook	Pair discussion: "What do you do every morning before school?"
E – Equip	Teach vocabulary through realia, images, and physical modeling
R – Rethink	Jumble activity: Put daily routine steps in order
E – Evaluate	Write: Two healthy things I do, one I want to start doing
T – Tailor	See next section for differentiated activities by learning style

O – Organize	Tasks progress from input to structured output

Differentiated Activities by Learning Style

Based on Scarcella and Oxford's (1992) five learning style dimensions, as summarized by Shrum and Glisan (2016, p. 325).

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1. Analytic vs. Global

This dimension focuses on how students approach language learning. According to Shrum and Glisan (2016), analytic learners concentrate on grammatical details and may not participate effectively in communicative activities (p.327). They also prefer looking up the meanings of unfamiliar words in a dictionary rather than guessing their meanings from context (Shrum & Glisan, 2016, p. 327).

In contrast, global learners prefer interactive tasks that involve main ideas (Shrum & Glisan, 2016, p. 327). They may have difficulty with grammatical details and are willing to use guessing strategies (Shrum & Glisan, 2016, p. 327).

Activities:

- **Analytic**: Complete a grammar worksheet using the present simple to describe healthy habits.
- **Global**: Watch a short video and use images to retell the day's routine in pairs.

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2. Sensory Preferences

This style relates to how learners best process information. Visual learners prefer charts and imagery. Auditory learners excel with listening and speaking. Kinesthetic and tactile learners learn best by physically interacting with materials or moving.

"Visual learners prefer to read and visualize information" (Shrum & Glisan, 2016, p. 327). "Auditory learners enjoy conversations and other types of verbal interaction and often have difficulty with written work" (Shrum & Glisan, 2016, p. 327). "Hands-on learners do well with movement around the classroom and work easily with objects and realia" (Shrum & Glisan, 2016, p. 327).

Activities:

- **Visual**: Create a labeled poster showing "My Healthy Habits."
- **Auditory**: Listen to a routine audio diary and answer questions about daily activities.
- **Hands-On**: Sequence realia and picture cards to build a visual timeline of healthy habits.

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3. Intuitive/Random vs. Sequential

This style is about how students organize learning. Intuitive/random learners prefer to explore ideas in a flexible way. Sequential learners prefer a step-by-step, ordered structure.

"Intuitive/random learners think in an abstract, a nonsequential manner or random manner, making sense of the global picture" (Shrum & Glisan, 2016, p. 327).

"Sensory/Sequential learners prefer to encounter new information by means of a step-by-step, ordered presentation" (Shrum & Glisan, 2016, p. 327).

Activities:

- **Intuitive**: Use five health-related pictures to create and share a personal story titled "My Healthy Day."

- **Sequential**: Students look at pictures and use first-person sentence starters (e.g., *"I wake up, I eat"*) to describe their daily routine in the order it happens.

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4. Orientation to Closure

This dimension focuses on how learners handle ambiguity. Some learners need clear rules and definite answers, while others are comfortable exploring open-ended tasks and questions.

"Learners oriented toward closure want all rules spelled out for them and use metacognitive skills, such as planning, organizing and self-evaluating " (Shrum & Glisan, 2016, p. 327). Open learners, who have less need for closure, "appear to use more effective learning strategies than learners who require a quick closure" (Scarcella & Oxford, 1992, as cited in Shrum & Glisan, 2016, p. 327). Shrum and Glisan (2016) also note that "learners who have little tolerance for ambiguity ask for the grammatical rule early in the process, and find co-constructing the rule a time-consuming and risky activity" (p. 327).

Activities:

- **Closure-Oriented**: Learn frequency adverbs and practice through structured drills.
- **Open-Oriented**: Group discussion: "What makes a habit healthy?" with open reflection.

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5. Competition vs. Cooperation

This dimension focuses on learners' motivation and how they interact with others when learning a language. Competitive learners are motivated by challenge and winning. Cooperative learners prefer group tasks and shared success.

"Competitive learners are motivated by activities in which winning is of utmost importance" (Shrum & Glisan, 2016, p. 327). "Cooperative individuals prefer working with others in a helpful, supportive situation" (Shrum & Glisan, 2016, p. 327).

Activities:

- **Competitive**: Play a vocabulary relay game in teams to match pictures and health-related words.
- **Cooperative**: Interview a partner and create a joint presentation on shared healthy habits.

Why This Plan is Effective?

This lesson integrates backward design with differentiation based on individual learner styles. As noted by Tomlinson (1999a, as cited in Shrum & Glisan, 2016), differentiated instruction meets diverse student needs by adjusting instruction based on readiness, preferences, and background (p. 347).

By incorporating the five dimensions from Scarcella and Oxford (1992) and following Figure 10.6, this lesson ensures every student has access to the learning goals through pathways that match how they learn best.

Reference

Shrum, J. L., & Glisan, E. W. (2016). *Teacher's handbook: Contextualized language instruction* (5th ed.). Cengage Learning.