

Text-Based Storyboard

Project: Design Instruction for Language Acquisition

Slide 1 - Catch learners' attention and inform them about the learning objectives.

Prompt: Hello! I am Joanna, your instructor. Together we will explore the steps of lesson planning. By the end of this course, you will be able to

- Write learning objectives that describe observable learning behaviors, the learning conditions, and the assessment criteria.
- Develop assessment tools in alignment with the learning objectives.
- Choose the right instructional methods and strategies.

Note: For this course, you will need to have the volume on.

Interactivity: Next button. When clicked proceed to the next slide.

Slide 2 - Lessons

Interactivity:

- Button 1, Introduction. When clicked proceed to slide Introduction
- Button 2, Lesson 1. Analysis. When clicked proceed to slide Lesson 1

Slide 3 - Introduction

Prompt: You already have many skills! My goal is to help you expand these skills and learn new ones to design lesson plans for language acquisition. Creating lesson plans might be overwhelming! What is the first step in design?

Clickable Choice A: Gather a variety of instructional materials and plan out the topics you will cover. Then, find more resources and post them to the LMS beforehand so you are ready for the class.	Layer: Feedback for Choice A Prompt: Let's see the effects on students' learning when a teacher designs a lesson starting with planning out the content first. Mr. Pedro creates a lesson plan in Google Docs.
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	Animated slide that shows a lesson plan that focuses on the content, Prompt: Then he posts the materials on Google Classroom. Animated slides that show learning materials posted on Google Classroom, and students' academic results showing that learning did not occur. Prompt: As you see Mr. Pedro's expectations were not met and the students did not learn. Creating lesson plans with a focus on the content rather than the students does not guarantee learning success. This is because students differ in their experiences, strengths and weaknesses, and language levels.
Clickable Choice B: Gather information about the learners and identify what they will be able to do after the lesson based on their language level and their interests.	Layer: Feedback for Choice A Prompt: Correct! Lesson planning starts with learning about the students and identifying what needs to be taught based on the students' language levels and learning goals.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to base slide

Next: When clicked go to slide 4, Lesson 1. Analysis

Slide 4- Lesson 1. Analysis

Prompt: Welcome to lesson 1! Are you ready to learn the first steps in developing lesson plans? Here are the lesson objectives:

- Develop instructional goal analysis diagrams.

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- Write informed descriptions of the students' language levels and other characteristics.
- Write clear learning objectives.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to base slide

Next: When clicked go to slide 4, Lesson 1. Analysis

Layer Review Report Records 1

Prompt: Let's begin with the strategies for analyzing your students.

You can gather information about your learners in many ways. For example, you can review the existing records. Let's see how!

Interactivity:

Home: When clicked go back to slide Lesson

Back: When clicked go to base slide

Next: When clicked go to layer Review Report Records 2

Layer Review Report Records 2

Visuals: Computer screen that shows NeatSchool interface.

Prompt: You probably recognize this software. It is NeatSchool. Where can you find the students' old report records? Click on the right option on the list to the left. Note: You need to have the volume on for this exercise.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Review Report Records 1

Next: Inactive

Option Documents: When clicked advance to layer Feedback for Option Documents

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Layer Feedback for Option Documents

Prompt: Correct! The students' old report cards can be found under the folder "Documents".

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Review Report Records 2

Next: When clicked advance to layer Conclusion Review Report Records

Layer Conclusion Review Report Records

Prompt: When you review the students' old report cards you learn about their language levels, their strengths and weaknesses, and their learning behaviors. Enrichment: Do you want to learn about the students' characteristics in each language development stage? Click here.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Review Report Records 2

Next: When clicked advance to layer Surveying the Students 1

Here: When clicked advance to layer Enrichment Language Levels

Layer Enrichment Language Levels

Prompt: There are six language development stages. Click on each one to learn more.

- Pre-production (clickable)
- Early production (clickable)
- Speech emergent (clickable)
- Beginning fluency (clickable)
- Intermediate fluency (clickable)
- Advanced fluency (clickable)

Interactivity:

Skip Enrichment: When clicked go back to layer Conclusion Review Report Records

Close Button: When clicked go to layer Enrichment Language Levels

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Pre-production stage:

- Characteristics of learners: take in the language but don't speak
- Learning goals: listening comprehension

Early production stage:

- Characteristics of learners: use short words and sentences but the emphasis is on listening
- Learning goals: Listening comprehension and production of short sentences

Speech emergence stage:

- Characteristics of learners: words and sentences are longer, vocabulary continues to increase and errors begin to decrease.
- Learning goals: learn academic language

Beginning fluency:

- Characteristics of learners: fairly fluent in social situations with minimal errors academic language is still challenging.
- Learning goals: transfer knowledge of the language in new contexts, learn academic language

Intermediate fluency:

- Characteristics of learners: speak almost fluently in new situations or in academic areas, but they have gaps in vocabulary knowledge.
- Learning goals: demonstrate higher-order thinking skills such as offering an opinion and analyzing a problem.

Advanced fluency:

- Characteristics of learners: close to native language fluency in all contexts, may still have an accent and use idiomatic expressions incorrectly.
- Learning goals: building on background knowledge

Layer Surveying the Students 1

Prompt: Now let's see how you can gather information about your students that is not included in the records, such as what their favorite education tools are, how they learn better, and more.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Conclusion Review Report Records

Next: When clicked advance to layer Surveying the Students 2

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Layer Surveying the Students 2

Visuals: Animation that shows a computer screen with Gmail interface, a mail send to students asking them to complete the form. Then, the animation of Forms interfaces with students' results. Lastly, animation of a spreadsheet with a summary of the students' responses.

Layer Conclusion Surveying the Students

Prompt: As you can see, Google Forms is an easy tool that allows you to analyze the information easily because the responses are summarized and presented visually.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Surveying the Students 1

Next: When clicked advance to layer Testing the Student

Layer Testing the Students

Prompt: Lastly, a good way to learn about your students is to test their prior knowledge. Administer tests to see what they already know before creating the lesson plan. Don't worry. You will learn about designing good tests in the next lesson.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Conclusion Surveying the Students

Next: When clicked advance to layer End of Learner Analysis

Layer End of Learner Analysis

Prompt: Checkpoint 1: To learn your learners is the first step to creating student-centered lessons.

- Review the report cards.
- Survey the students to learn their preferences, interests, and more.
- Test their prior knowledge.

Interactivity:

Home: When clicked go back to slide Lessons

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Back: When clicked go to layer Testing the Students

Next: When clicked advance to layer Instructional Analysis 1

Layer Instructional Analysis 1

Prompt: Now that you know how to learn about your learners, it is time to learn about how to identify what the students must learn. Are you ready?

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer End of Learner Analysis

Next: When clicked advance to layer Instructional Analysis 2

Layer Instructional Analysis 2

Prompt: Answer the following question. Given the following learning goal, what skills must the students at the beginning fluency level acquire to perform the goal? Learning goal: The students will be able to talk about their pets.

Clickable Choice A Name their pets and describe them using the appropriate vocabulary.	Layer: Feedback for Choice A Prompt: Correct! The skills that the students at the beginning fluency level must have to talk about their pets are: Name their pets. Describe their pets using the appropriate vocabulary. Pronounce the words correctly and clearly.
Clickable Choice B Answer a set of questions using information from a given text about animals.	Layer: Feedback for Choice B Prompt: Try Again. The skills that the students at the beginning fluency level must have to talk about their pets are: - Name their pets. - Describe their pets using the appropriate vocabulary. - Pronounce the words correctly and clearly.

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Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Instructional Analysis 2

Next: When clicked advance to layer Observable Behavior 1

Layer Observable Behaviors 1

Prompt: After you clarify the skills that are needed, write the learning objectives (what the students will be able to do). Choose the appropriate verbs that describe observable learning behaviors.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Instructional Analysis 2

Next: When clicked advance to layer Observable Behavior 2

Layer Observable Behaviors 2

Prompt: Look at these examples. Which learning objective states clear learning behavior? Click on the right one.

Clickable Choice A: The students will know the names of the pets.	Layer Feedback A: Try Again Prompt: This learning objective is not clear. The verb “to know” is vague since it does not describe a behavior you can observe clearly. An observable learning behavior is a mental process or an action that can be seen, heard, or felt. For example, using words related to pet animals to describe a pet is a behavior that can be felt.
Clickable Choice B: The students will describe their pet orally by using the appropriate vocabulary.	Layer Feedback B: Prompt: Correct! This learning objective is clear. The verb “to describe” describes an observable behavior.

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	Enrichment: If you want to learn what learning behaviors you can include in your objectives, click here
Clickable Choice C: The students will remember the vocabulary related to pet animals.	Layer Feedback C: Prompt: Try Again! This learning objective is not clear. The verb “to remember” is vague since it does not describe a behavior you can observe clearly. An observable learning behavior is a mental process or an action that can be observed. For example, recalling from memory the meaning of five words given to a student to describe a pet is a behavior you can listen to.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Observable Behaviors 2

Next: When clicked advance to layer Conditions 1

Here: When clicked advance to layer Enrichment: Bloom’s Taxonomy

Layer Enrichment: Blooms Taxonomy

Prompt: The learning behaviors in the cognitive domain, which is our focus, are organized into six categories or levels, from simple to complex. In your lesson plan, you must choose which level of learning behavior is appropriate for your students. The levels are represented in a pyramid. Click on each level to learn more about the learning behaviors.

Level of Knowledge (clickable)

Level of Comprehension (clickable)

Level of Application (clickable)

Level of Analysis (clickable)

Level of Synthesis (clickable)

Level of Evaluation (clickable)

Interactivity:

Skip Enrichment: When clicked go back to layer Conclusion Review Report Records

Close Button: When clicked go to layer Enrichment Language Levels

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- Level of Knowledge: The students recall facts, names, short answers, etc. Examples: A. the students can list three Greek cities. B. The students can recite a poem. C. The students can recall the name of the capital city of Greece.
- Level of Comprehension: The students understand concepts, facts, and ideas. Examples: A. The students can explain how to form the past tense of the verb τρέχω. B. The students can classify the words άντρας, ωραίος, πηγαίνω into a noun, adjective, or verb.
- Level of Application: The students can use rules, concepts, ideas, etc. in new situations. Examples: A. The students can re-write the sentence using the passive voice. B. The students can write the verbs in the past tense.
- Level of Analysis: The students can examine and break information into parts by identifying the causes, making inferences, and finding evidence to support generalizations. Examples: A. The students can underline the causes of air pollution listed in the text. B. The students can examine the connection between the details and the main idea of the paragraph.
- Level of Synthesis: The students can change something into something new, or create something by combining elements or information together. Examples: A. The students can write their poems about peace. B. The students can make the appropriate changes to improve a written speech.
- Level of Evaluation: The students can present and defend opinions by making judgments on information, ideas, or quality of work. Examples: A. The students can use arguments to defend their opinion about video games. B. The students can agree or disagree with a given opinion.

Layer Condition 1

Prompt: Now let's see what else needs to be included in a learning objective. When writing a learning objective, you must state the conditions under which the students will perform the learning behavior and any materials/resources they will use. To decide on that, think of the materials that are used in a real-life situation. Then, replicate the conditions and the materials in the learning environment.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Observable Behaviors 2

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Next: When clicked advance to layer Conditions 2

Layer Condition 2

Prompt: Given the learning objective “order food at a restaurant in a scenario-based activity” what conditions and resources must NOT be included?

Clickable Choices A. Questions and alternative questions that the person who takes the order might ask. B. A menu.	Layer Feedback for Choices A and B Prompt: Try Again. In a real-life situation, they will have to look at a menu and answer the personnel’s questions. Replicating the conditions of a real-life situation in class helps the students transfer the skills to the real setting.
Clickable Choice C: A list of sentences to choose from.	Layer Feedback for Choice C Prompt: Correct! This condition does not resemble a real setting where the learners will actually order food. Conversely, they will have to look at a menu and answer the personnel’s questions. Replicating the conditions of a real-life situation in class helps the students transfer the skills to the real setting.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Conditions 2

Next: When clicked advance to layer Conditions 3

Layer Condition 3

Prompt: The conditions and resources depend on the type of the learning behavior, its complexity, and the students’ characteristics.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Conditions 2

Next: When clicked advance to layer Conditions 4

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Layer Condition 4

Prompt: Given the learning behavior “give directions”, what are the appropriate resources you must give to the learners at the advanced fluency level?

Clickable Choice A: A neighborhood map containing no more than six designated places.	Layer Conditions 4 Feedback for Choice A & B Prompt: Try Again. This resource limits the complexity of the task that the students at the advanced fluency level must perform.
Clickable Choice B: A commercial map of a city.	
Clickable Choice C: A smartphone with GPS, a specified current location, and a specified destination.	Layer Conditions 4 Feedback for Choice C Prompt: Correct! These conditions expand the complexity of the task. Conversely, a neighborhood or a commercial map would limit the complexity of the task that the students at the advanced fluency level must perform.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Conditions 2

Next: When clicked advance to layer Conditions 4

Layer Degree of Mastery 1

Prompt: Lastly, when writing learning objectives, you must state how well the students must perform to consider that they have mastered the skill. In the case that there is one acceptable answer in the test/exercise, then that’s easy. But what happens in the case of a more complicated learning behavior such as writing a paragraph? You must specify the characteristics of the performance that indicate that the students have mastered the skill.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Conditions 4

Next: When clicked advance to layer Mastery 2

Layer Degree of Mastery 2

Prompt: Given the learning behavior “give directions”, in which learning objective has the teacher stated the characteristics of the right behavior effectively?

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Clickable choice A: The students will be able to give directions on the street by using the imperative mood of the verbs “go, turn, continue” and the prepositions “(to the) right, (to the) left, correctly.	Layer Mastery Degree Feedback for Choice A: Prompt: Correct! In this learning objective, the characteristics of the correct performance are specified clearly. The teacher has stated that the students must use the imperative mood of specific verbs and the appropriate prepositions to give correct directions
Clickable choice B: The students will be able to give directions on the street in three sentences.	Layer Mastery Degree Feedback for Choice B & C: Prompt: Try Again. In this learning objective, the teacher has not specified the characteristics of the correct performance of the learning behavior.
Clickable choice C: The students will be able to give correct directions on the street.	

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Mastery Degree 2

Next: When clicked advance to layer End of Instructional Analysis

Layer End of Instructional Analysis

Prompt: Checkpoint. When analyzing the instruction:

- Think of what steps the students will take to perform the goal.
- Think of the skills they must have to complete the steps.
- Write clear learning objectives in accordance with the skills by stating the conditions and the resources needed.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Mastery Degree 2

Next: When clicked advance to layer Review Lesson 1.

Layer Review Lesson 1

Prompt: Review of Lesson 1: Analysis

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Congratulations! You've completed lesson 1. Let's review the main points of this lesson. The first steps when writing a lesson plan are:

- Identity your students' characteristics, learning goals, interests, and preferences by reviewing the report cards and surveying them.
- Identify the learning behavior the students must perform.
- Analyze the behavior into steps and the skills required.
- Identify the resources they will use and the conditions under which they will perform the behavior.
- Specify the degree of mastery of the skills.

More Practice: Would you like to practice more? [Click here.](#)

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer End of Instructional Analysis

Next: When clicked advance to layer Lesson 1. Analysis Activity

Here: When clicked the user is directed to google docs.

More Practice (optional)

1. Which verb describes the ability to apply a skill? Demonstrate, analyze, evaluate, and recall.
2. Which verb is more suitable for a learning objective that targets students' understanding? Use, recall, create, and explain
3. Which learning objective is suitable for the ability to memorize verbal information?
Recall a poem, write a poem
4. Which learning objective belongs to the higher levels in Bloom's Taxonomy? Choose, argue, give examples, and use.

- | | |
|--|--|
| 5. How would you analyze the following learning goal into learning objectives?
Learning goal: be interviewed for a job. Find all the learning objectives that apply. | |
| Right choices: <ul style="list-style-type: none">• The students will be able to talk about their studies and describe their job experience by creating sentences using verbs like "to study", "to complete", etc. in the past tense and the appropriate vocabulary like "studies", "degree", "experience", "project" etc. as a reply to | Consequence A: Making sentences to describe their studies and their previous job, and asking about the position is something the students will have to perform in a real-life interview. Asking questions that a prospective employer would ask to replicate the conditions in an interview helps the students transfer the |

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interviewer's questions such as: "What did you do in your previous position?" • The students will be able to ask questions about the position politely.	skills to real life. (Advance to Question 2)
Choice B: The students will be able to describe their dream job by using using the phrase: "I would like to become ..." and the appropriate vocabulary related to professions.	Consequence B: Look again! This learning objective is not a required skill to perform the learning goal. (Advance to Question 2)
6. How would you analyze the following learning goal into learning objectives? Learning goal: use facts from an informational text to participate in a conversation related to the topic. Select all the learning objectives that apply.	
Right choices: • The students will be able to find the main idea and the supporting details in a given text to respond to a set of questions. • The students will be able to examine the relationship between the main idea and the supporting details (causal, explanatory, etc.) by finding transition words or related phrases in the text. • The students will be able to restate the facts expressed in the text by using synonym words and the tone of the text.	Consequence A: When aiming at reading comprehension skills the students must be able to find the main elements of the text such as the main idea and the supporting details, and examine their relationship. Also, the students must be able to express the same ideas found by using their own words yet not changing the tone of the text. (Advance to Question 3)
Choice B: The students will be able to form sentences to support their opinions using expressions such as "in my opinion", "to my mind", etc.	Consequence B: Look again! This learning objective is not a skill of the learning goal. Conversely, it is a skill required to express their opinion on a topic. (Advance to Question 3)
7. Which verb expresses an observable learning behavior?	
Choice A: To know	Consequence A: Look again! The verb "to know" does not describe a learning behavior you can observe. (Advance to Question 4)
Choice B: To recite	Consequence B: Correct! When a student recites a poem this is an observable behavior at the level of remembering.

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	(Advance to Question 4)
Choice C: To understand	Consequence C: Look again! The verb “to understand” does not describe a learning behavior you can observe. (Advance to Question 4)
8. Which learning objective describes an observable behavior?	
Choice A: The students will explain orally how the accusative case of nouns is used in sentences.	Consequence A: Correct! In this learning objective the verb “explain” describes a behavior at the level of understanding that the teacher can listen to. (Advance to Question 5)
Choice B: The students will know the subjunctive mood of the verb “to go”.	Consequence B: Look again In this learning objective the verb “know” does not describe a behavior that the teacher can observe. (Advance to Question 5)
9. Which learning objective is written properly?	
Choice A: The students will be able to discuss the effects of pollution on human health.	Consequence A: This learning objective is not written properly. Although it includes what the learners will be able to do (discuss), the conditions under which they will perform the behavior and the criteria for assessing the skill are not specified.
Choice B: The students will be able to answer questions related to their hobbies.	Consequence B: This learning objective is not written properly. Although it includes what the learners will be able to do (answer questions), the conditions under which they will perform the behavior and the criteria for assessing the skill are not specified.
Choice C: The students will be able to discuss their holiday plans with their classmates by converting a given number of verbs in the declarative mood to the subjunctive mood.	Consequence C: This learning objective is written properly because it includes what the learners will be able to do (discuss), the conditions under which they will perform the behavior (with their classmates), and the criteria according to which you can determine that they have mastered the skill

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	(by converting a given number of verbs in the declarative mood to the subjunctive mood)
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Layer Lesson 1. Analysis Review

Prompt: Now, it's your turn.

Write down a plan to gather information about your learners, what the students will be able to do after a 6-lesson unit, and what skills they must have, or what they need to know. Specify the conditions, the resources, and the degree of mastery.

Write clear learning objectives that reflect the skills the students must acquire to perform the behavior by the end of the unit and include the conditions, the resources, and the degree of mastery.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Review Lesson 1. Analysis

Next: Inactive

Slide 6 Lesson 2 Strategies based on the L2 Acquisition Theories

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Prompt : So far you have planned how to gather information about your students and you have determined what they will know and be able to do by the end of the unit. The first step in lesson planning has been completed. There are a few more steps to finish before getting into the class. Are you ready?

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Lesson 1. Analysis Review

Next: When clicked advance to Layer Develop Assessment 1

Layer Develop Assessment 1

Propmt: What is your next step in lesson planning?

Clickable Choice A: Develop the final achievement test and a series of other assessment tools.	Layer Develop Assessment 1 Feedback for A: Prompt: Correct! After determining what the students will be able to do at the end of the lesson, you must create the final achievement test and a series of other assessment tools. These assessment tools will support the students on their path to acquiring the desired knowledge and skills and will tell you if the goals and objectives are accomplished, and which components of the instruction work well or not.
Clickable Choice B: Develop the strategies you will follow and choose the materials you will use during instruction.	Layer Develop Assessment 1 Feedback for B: Prompt: Try again. Before deciding what strategies you will follow and what materials you will use during the instruction, you must complete another step.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Develop Assessment 1

Next: When clicked advance to layer Lesson 2 Learning Objectives

Layer Lesson 2 Learning Objectives

By the end of this lesson, you will be able to:

1. Identify the assessment tools you must create for different purposes.
2. Employ the appropriate strategies to create effective assessment tools to gather valid information about your students' learning and the quality of your instruction.

Interactivity:

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Home: When clicked go back to slide Lessons

Back: When clicked go to layer Develop Assessment 1

Next: When clicked advance to layer Assessment Tools for Prerequisite Skills

Layer Assessment Tools for Prerequisite Skills

Prompt: First, you want to make sure that your students have the prerequisite skills for the new instruction. Which type of assessment tool you must develop for that purpose? Click on the right one.

Clickable Choice A: Entry Skills Tests	Layer Prerequisite Skills Feedback for A Prompt: Correct! Before you identify what will be taught, you must assess if the prospective students have the prerequisite skills. Learners lacking entry skills have difficulty understanding new concepts. Example: Maybe you had read a student's essay with somewhat unstructured sentences. This is a sign that the students were not ready for that particular lesson. Here are some entry skills the students must have mastered before starting to write a letter to a friend: • blend letters to form words • combine words to form sentences properly. • use the different cases of the nouns and the persons of the verbs with ease, and so on.
Clickable Choice B: Pretests	Layer Prerequisite Skills Feedback for B Prompt: Try again. Pretests are used to assess if the students have already some of the targeted skills with the intention to differentiate learning.
Choice C: Practice Tests	Layer Prerequisite Skills Feedback for C Propmpt: Try again. Not the right point to create practice tests to support instruction yet.
Choice D: Posttests	Layer Prerequisite Skills Feedback for D Prompt: Try again. You may create the posttest at that point. Yet this type of assessment tool serves another purpose.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Assessment Tools for Prerequisite Skills

Next: When clicked advance to layer Posttests

Layer Posttests

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Pormpt: After writing the learning goals and objectives and determining whether the prospective students are ready for the new instruction, you must create the tests with which you will assess your students' achievement of the performance goal. Which type of assessment tool you must develop for that purpose?

Clickable Choice A: Pretests	Layer Posttests Feedback for Choice A Prompt: Try again. Pretests are used to determine if the students have already some of the targeted skills with the intention to differentiate learning.
Clickable Choice B: Practice Tests	Layer Posttests Feedback for Choice B Prompt: Try again. Not the right point to create practice tests to support instruction.
Clickable Choice C: Posttests	Layer Posttests Feedback for Choice C • Posttests are assessment tools that you must administer at the end of the instruction to assess your students' performance and evaluate the instruction's effectiveness. • Create the posttest items in conjunction with the learning goals. If your posttest items target other skills than the ones included in the learning goals, then you cannot gather valid information about your students' achievement and the instruction's quality. • Inform your students about the specific skills that will be assessed through rubrics. If you would like to see an example of a rubric click here. • Example: If your target learning goal is that the students will be able to converse with their peers about their favorite sports team, then a successful posttest would be to ask them to discuss about the topic in pairs. Conversely, asking the students to create sentences to describe sports pictures or to write a paragraph about their favorite team are examples of ineffective posttests, because they do not agree with the learning goal.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Posttests

Next: When clicked advance to layer Pretests 1

Layer Pretests 1

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Prompt: After identifying how you will assess your students' end performance, you must decide where instruction should start and what exactly must be covered. Some students already have some of the targeted skills, while others have no knowledge or skills. For successful instruction, you must differentiate learning.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Posttests

Next: When clicked advance to layer Pretests 2

Layer Pretests 2

Prompt: Which type of assessment tool you must develop to decide what exactly you must teach?

Clickable Choice A: Pretests	Layer Pretests 2 Feedback for Choice A Prompt: Correct! By administering pretests you can determine how much your students know before delivering the new lesson. That way, you can prepare your lessons more effectively and differentiate learning depending on your students' profiles. Example: Give your students a pretest to learn which words they already know so you can determine exactly what they must focus on. Then, create variations of vocabulary lists depending on your students' levels of knowledge.
Clickable Choice B: Practice tests	Layer Pretests 2 Feedback for Choice B Prompt: Try Again. Before administering practice tests, you must identify what exactly must be covered in the instruction.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Pretests 2

Next: When clicked advance to layer Practice Tests

Layer Practice Tests

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Prompt: After identifying where instruction should start, you must develop the tasks with which you will guide your students in their learning path and check their understanding of each concept. Practice tests are administered during the instruction and give opportunities for corrections before the last performance if needed. They also inform you about which strategies were effective or not. Depending on each skill's complexity, you must create a number of practice tests. For example, if you want your students to be able to identify the main idea of the text then you can create a series of practice tests where the students must:

- a. Compare given sentences and decide which one is the main idea.
- b. Write the main idea for three given details.
- c. Analyze a paragraph into the main idea and the supporting details and so on.

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Pretests 2

Next: When clicked advance to layer Develop Assessment Checkpoint

Layer Develop Assessment Checkpoint

Prompt: Checkpoint. After developing the terminal and subordinate objectives

1. Develop and administer the entry skills test to assess whether your students are ready for the new instruction.
2. Develop the posttests in conjunction with the learning goals.
3. Develop and administer the pretests before starting the new lesson. At that point, you may need to edit your learning objectives.
4. Develop the practice tests that will help your students interact with the content during instruction.

More practice (optional): Would you like to practice more? [Click here.](#)

Interactivity:

Home: When clicked go back to slide Lessons

Back: When clicked go to layer Practice Tests

Next: When clicked advance to layer Practice

Here: When clicked the user is directed to Google Docs.

Layer Practice

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1. Match the assessment tool to the purpose it serves.	
To know if the target learners are ready to enter instruction.	Right Answer Entry Skills Tests
To know if the students previously mastered the enabling skills and if so which of them they possess partially or completely.	Right Answer Pretests
To learn if the students are acquiring the intended knowledge and skills, what misconceptions they are forming, and if the pace of the instruction is appropriate.	Right Answer Practice Tests.
To assess if the students have achieved the performance goal and evaluate the instruction to make improvements if needed.	Right Answer Posttests
2. What are some entry skills that the students should possess before entering a lesson about how to support their opinion on a given topic? Click all that apply.	
Right Choice: • Distinguish main ideas from supporting details. • Distinguish facts from opinions.	Consequence A: It will be challenging for the learners to create a persuasive speech if first, they have not mastered the skills of • Differentiating between facts and opinions. • Using supporting details to expand the main idea. (<u>Advance to the next question</u>)
Choice B: Identify the author's opinion and the supporting details in a given text.	Consequence B: This task can serve as a practice test to support the students in their learning path toward analyzing a persuasive text. (<u>Advance to the next question</u>)
3. Brainstorm three targeted skills that you might need to assess if they have been mastered by the students before the instruction, for the following learning goal: construct a college application essay.	
Feedback: Some important skills needed to construct a good college application essay and might not need to be included in the new instruction if they have already been	

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mastered by the students are:

- Identify what they must include in their essay by analyzing the instructions.
- Organize their ideas.
- Support the ideas with memorable examples.

Layer How to Create Effective Assessment Tools

Prompt: The design of the assessment tools is as important as the design of the instruction because you learn how well the students do and what characteristics of your instruction work well. If, for example, the assessment items do not aim to assess the learning behaviors you identified in the learning goals or the students' correct answers are a result of chance, then you cannot learn which learning goals were actually achieved. Here are some tips to create good assessment tools:

- The test items must match the targeted learning behavior (both action and concepts), the conditions, the content, and the criteria reflected in the learning goals.
- Explain the objectives or performance to be demonstrated with a brief statement.
- The question items and the directions must be congruent with the learners' language, their experiences, and their background environment.
- The question items or the directions must provide all the information for the correct answer, have professional look, and be written in clear language free of mistakes.
- Cluster the test items that target the same learning objective together. This way, the learner can concentrate on one area of information or skill and you can score the test items easier.
- If possible, include the instructions or the test questions in both visual and auditory format. Sometimes, students skip the introductory directions if they are too long, and they end up answering the questions without being clear about what they are asked to do. This means that the data you collect are not valid about their performance.
- Give your students adequate time and the equipment/tools needed to complete the test.
- Inform about the scoring, even about the questions that are partially correct (such as with spelling errors).

If you would like to learn more about the format of the test items depending on the learning objective click [here](#).

Layer How to Create Effective Assessment Tools Enrichment

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Type of behavior	Types of test items						
	Completion	Short Answer	Matching	Multiple-choice	Essay	Product development	Live performance
State/Name	x	x					
Identify	x	x	x				
Discriminate	x	x	x	x			
Select		x	x	x			
Locate		x	x	x			
Evaluate/Judge		x	x	x			
Solve		x	x	x	x	x	x
Discuss					x	x	x
Develop					x		x
Construct					x	x	x
Generate					x	x	x
Choose (attitude)							x

More practice (optional)

1. You are creating a practice test so the students can check their understanding before the post-test. One of the learning objectives is to discriminate the cardinal from the ordinal numeral adjectives. Which of the following tasks follows the appropriate format?	
Choice A: Find and underline the ordinal and cardinal numeral adjectives in a given text.	Consequence A: This format does not match the behavior described in the learning objective, since it assesses the skill to recognize the cardinal and

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	ordinal numeral adjectives by their form. Conversely, the behavior to discriminate between the two types of numeral adjectives requires that the students recognize the differences in their form and use. Conclusively, the right format is to match the cardinal and ordinal numeral adjectives with the appropriate label. (Advance to the next question)
Choice B: Write sentences using cardinal numeral adjectives.	Consequence B: This format does not match the behavior described in the learning objective, since it assesses the skill to use adjectives in sentences. Conversely, the behavior to discriminate between the two types of numeral adjectives requires that the students recognize the differences in their form and use. Conclusively, the right format is to match the cardinal and ordinal numeral adjectives with the appropriate label. (Advance to the next question)
Choice C: Match the cardinal and ordinal numeral adjectives with the appropriate label.	Consequence C: This format matches the behavior described in the learning objective. (Advance to the next question)
2. You are creating the posttest of a unit where you cover the learning goal “The students will be able to discuss the advantages and disadvantages of the technological advancement in the 21st century with their peers by giving examples of technologies that improve or worsen human life”. Which of the following tasks matches the appropriate format?	
Choice A: Write an essay to discuss the following prompt: The technological advancement of the 21st century have both advantages and disadvantages in human life. Provide examples to support your ideas.	Consequence A: This format does not match the conditions described in the learning goal, since it assesses the skill of the students to express their ideas on the topic yet not in a conversation situation. Conclusively, the right format is to discuss the topic with a partner. (Advance to the next question)
Choice B: Discuss with your partner the advantages and disadvantages of the technological advancement of the 21st century in human life. Give examples to support your ideas.	Consequence B: This format matches the conditions described in the learning goal since it assesses the skill of the students to converse with others on the given topic. (Advance to the next question)

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Choice C: Write a short paragraph of two to three sentences to explain the advantages and disadvantages of the technological advancement of the 21st century in human life.	Consequence C: This format does not match the behavior and the conditions described in the learning objective since it does not assess the skill to develop their ideas on the given topic in a conversation situation. Conclusively, the right format is to discuss the topic with a partner. (<u>Advance to the next question</u>)
3. A principle for creating effective assessment tools is to inform the learners about the scoring. What is the right approach for the assessment tool described in the previous question: Discuss with your partner the advantages and disadvantages of the technological advancement of the 21st century in human life. Give examples to support your ideas.	
Choice A: Share a rubric that informs the students about the range of the scores they can receive for different aspects of their performance.	Consequence A: The best approach is to give students a rubric that reflects the rating scale for each element of their performance where quality differentiation is possible. (<u>Advance to the next question</u>)
Choice B: State the highest score the students can receive for their performance.	Consequence B: This approach might leave questions to the students regarding their scoring. The best approach is to give students a rubric that reflects the rating scale for each element of their performance where quality differentiation is possible. (<u>Advance to the next question</u>)
4. Rewrite the following test item so it is congruent with the language of seven-year-old students. Task: Find evidence in the text that indicates that the character of the story feels downhearted.	
Consequence: The expressions “find evidence”, “indicate” and “downhearted” might probably be advanced for the language level of seven-year-old students. Alternative writing of the same task might be: “How do you know that the character of the story feels sad? Underline parts of the text that tells you that.”	

Layer Develop Assessment Review

Prompt: Evaluate your students’ readiness for new instruction by administering an entry-skills test. After identifying the learning goals and the learning objectives of the instruction, create the assessment tools with which you will decide what exactly must be

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covered and you will assess your students' learning during and by the end of the instruction.

- The assessment tools must reflect the behavior, conditions, and criteria included in the learning goals and objectives.
- There are principles for writing effective assessment tools, such as including detailed scoring, using language congruent with your students' levels and experience and free of mistakes, providing all the tools and materials needed, etc.

Prompt: Now, it's your turn. Think of the learning goals and the objectives you developed for the six-lesson unit in the previous lesson of this eLearning course.

1. Write down what prerequisite skills the students must have before starting the instruction.
2. Create the pretest for this unit
3. Create a potential posttest and practice test for this unit.

Layer Strategies

Prompt: So far, you have planned how to gather information about your students and you have determined what they will need to know and be able to do by the end of a unit. You have also created the assessment tools that will go with this unit. There is one more step to take so you have your first lesson plan complete. Develop the instructional strategies and the materials of the lesson.

Research has shown how we learn a second language, what strategies are effective depending on the students' characteristics, and what limitations exist.

Learning Objectives:

After this final lesson, you will be able to:

1. Identify the types and the hierarchy of language elements that you will include in your instruction.
2. Name the stages that the learners go through when acquiring a new skill.
3. Discuss the limits of different aspects of second language learning.
4. Develop interaction strategies that help the students learn effectively.
5. Decide how to space out and sequence the practice tasks to achieve each level of skill development.

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Task 1:

- When teaching a second language, the first step is to understand what second language learning is. Second-language learning is the learning of language constructs. To say it simply, it is the learning of pairs of form and meaning or function.
- Explore the types of language constructs by matching the element to the label.

Label A: The pairing of a word and a meaning Matching option: ice-cream - the creamy sweet food
Label B: The pairing of a morpheme and a function Matching option: -ing - to form the participle of the verb in the present tense
Label C: The pairing of an idiomatic expression and a meaning Matching option: it rains cuts and dogs-it rains heavily.
Label D: Words in a certain order that construct a syntactic frame. Matching option: <i>Nick gave Pedro the book</i> - subject, verb, object, object
Enrichment: According to the Usage-Based Theory, when a learner notices a language construct in the input, a memory is formed and a detector unit is added to the learner's system. The role of the detector unit is to signal the presence of the word whenever it appears. Every time the learner encounters an exemplar of a word, a morpheme, a syntactic frame, or an idiomatic expression the language system compares this exemplar with memories of previous encounters of the same or similar construction to retrieve the correct interpretation. The more the word is used by the learner the easier the detector unit will fire the next time it appears in the input.

Task 2: Do you agree or disagree with the following statement? The order of the language constructs that the instructors will teach depends on the age of the learners. For instance, adult learners can learn more complicated language constructs sooner.

Choice A: True	This statement is not correct. There is a hierarchy of constructs that the second language learners can process and this depends on their language level. In other words, they must develop certain procedures before more complicated ones.
Choice B: False	
Enrichment According to the Processability Theory, there is a hierarchy of the constructs that the learners' processor can handle. Every lower procedure in the Processability Hierarchy is a prerequisite for the higher procedure, meaning that the learners cannot skip a	

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procedure in this hierarchy. For example, in the sentence *Ο Γιώργος γράφει* (*George writes*) there are two phrases *Ο Γιώργος* and *γράφει*. The grammatical information in both phrases is the third person, singular. To produce this sentence the learners must develop the following procedures in this order:

- A procedure for building noun phrases (*Ο Γιώργος*)
- A procedure for building verb phrases (*γράφει το γράμμα*)
- A procedure for storing and comparing grammatical information.
- A procedure for putting these two phrases together to form a sentence and for transferring the grammatical information third-person singular across both the noun and the verb phrases.

Task 3: Like in every type of learning, second-language students learn by interacting with the content, the instructor, and other learners. Click on the following terms to learn about effective interaction strategies in second-language learning.

Choice A: Input	Consequence A: According to the Input-Interaction-Output Theory, the input must be comprehensible to the learners. Speakers must make adjustments to what they say and use various strategies that are likely to render language comprehensible depending on the language level of the learners. <u>Pre-production level:</u> use visuals, speak slowly, model language by saying and showing the meaning, gesture. <u>Early production level:</u> write short sentences or words and model the phrases. Ask students to repeat phrases and add modifications. Ask students to point to the right picture and say the new word, or ask yes/no or either/or questions. <u>Speech emergent level:</u> model how to use academic vocabulary in a sentence, make connections with students' background knowledge, introduce charts and graphs. <u>Beginning fluency level:</u> model advanced academic language structures, paraphrase the incomprehensible questions. <u>Intermediate fluency level:</u> continue the strategies used in the beginning fluency level, add idiomatic expressions, and elaborate on the examples used. <u>Advanced fluency level:</u> Provide visual support when necessary, pre-teach vocabulary and make connections between content
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	areas.
Choice B: Feedback	Consequence B: Based on the Input-Interaction-Output Theory, feedback during the interaction fosters learning. Feedback serves as an indication to the learner that the output is incorrect allowing for reformulation of it resulting in learning. It can be explicit or implicit. For students at the pre-production and early production level, avoid excessive error correction. For students at the speech emergent level, focus only on the correction that directly interferes with meaning. There are different ways in which you can provide feedback to the learner. <u>Confirmation check:</u> the instructor checks if he understood the student's output. This confirmation check serves as feedback to the learner that the sentence was incorrect and reformulates it. For example: -What name? -You mean "what is your name?"? (confirmation check) -Yes, What is your name? (reformulation) <u>Clarification request:</u> the instructor asks the student to clarify what she means when the output is incorrect. For example: -The job opportunities in this area (meaning domain) are great. -What do you mean? (clarification request that indicates that the use of the word "area" is not effective in conveying the desired meaning) <u>Comprehension check:</u> In this situation, the feedback is requested by the learner. The instructors' response to the student's comprehension check is an indication that the student must reformulate the sentences. For example: -Name Anna. I live California. Say again? (comprehension check) -Yes, please. <u>Recast:</u> The instructor makes the appropriate changes to form the sentence said by the student correctly. Recasts might give controversial messages to the learner who may not consider it negative feedback but as an alternative way to express the same meaning. So, recast might not result in new learning if not used

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	properly. For example: - First period here? (incorrect use of the word “period” in the context) - Yes, first time here. (Recast. The instructor models the right phrase, yet the student might think that the word “time” can be used alternatively in place of the word “period”)
Choice C: Cognitive strategies	Consequence C: According to the Input-Interaction-Output theory, exposure of the learner to the input alone is not enough for learning to occur. The students must interact with the input and produce an output. There are cognitive strategies that help students learn better. Here are some strategies that you can use. <u>Language-related episodes:</u> They are opportunities for learning within the boundaries of interaction, such as: questioning the meaning of a linguistic item, the correctness of the spelling/pronunciation of a word, or of a grammatical form, correcting their responses or other learners’ responses in relation to a form or a structure, etc. <u>Attention:</u> It is a mechanism that mediates between input and learning. As an instructor, you must utilize the devices that allow learners to tune in with the important input, such as highlighting the important information, leaving out information that causes cognitive load, using graphic organizers, etc.

Task 4: Instruction alone is not enough in language learning. You must provide the students with opportunities to practice the skills taught. There are three stages that the students achieve when developing a skill and you must assess the achievement of each stage. Order the skill development stages below.

First	Talk about or describe the concept or skill without even trying to use it.
Second	Act on the skill with a few trials.

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Third	Perform the skill almost automatically.
Enrichment: According to the Skill Acquisition Theory, there are three stages of skill development. In the first stage, the students learn the language by observing and analyzing someone else or by verbal transmission from someone else. This stage is called the declarative stage of the skill. Then, the learners advance from the “know-that” to the “know-how” stage. This stage is called the proceduralization stage of the skill. The learners reach this stage after a few trials but the ability to perform the behavior with fluency is not yet robust. Lastly, the learners reach a stage where the skill becomes fully procedural, meaning that the time to perform the skill, the percentage of errors, and the attention required decrease, yet the ability to perform the behavior is not completely automatic and the skill is so specific that transfer to new situations is hard. The practice tasks during the instruction must reflect these stages of skill acquisition in second language learning.	

Task 5: An important area when deciding the strategies to teach a skill in second language learning is the sequencing and spacing of the learning activities during instruction. There are two approaches and each one is effective for certain stages or aspects of second language learning. Click on the terms below to learn more.

Choice A: Distributed Practice	Practice is broken up into a number of short sessions separated by lengthy rest periods. Studies have shown that distributed practice is effective in the declarative and procedural stages of skill development.
Choice B: Massed Practice	Practice lasts for long periods of time with short breaks. Research has shown that massed practice is more effective in the automatization stage of the skill.
Enrichment: Research has shown that there are limits on the effects of frequency and practice on second language acquisition. There are many other factors that affect language acquisition such as the sequencing and spacing of the practice tasks, the different levels of the learners’ ability to grasp knowledge, the different amount of practice, and more.	