

Workshop Presentation Storyboard

Instructional Design for
Language Acquisition



“Good methods are based on interesting stories where you get so interested in the story you forget it’s in another language”

Stephen Krashen

**Effective methods for
language acquisition**



Speaker notes:

1. *Read the prompt on the slide.*
2. “This workshop, is an introduction to effective approaches to instruction focusing on language acquisition such as the Sheltered Instruction Observation Protocol and the Guided Language Acquisition Design”.

Reviewer notes:



Stephen Krashen

“The best methods are those that supply
Comprehensible Input”

Speaker notes:

“The Sheltered Instruction Observation Protocol is an effective approach to instruction in content areas that is attributed to Stephen Krashen, a linguistic scientist who said that the effective methods are those who supply comprehensible input”.

Reviewer notes:



Cognitive perspective
(Processability Theory)

Linguistic perspective
(Linguistic Theory)

Sociocultural perspective
(Usage-Based Learning,
Input-Interaction-Output Theory)

Speaker notes:

“In the first phase of the training you learned about the different perspectives from which language acquisition is approached”. (*read notes on the slide*)

Reviewer notes:



- 1. Exposure to input is necessary to language acquisition.**
- 2. There are limits on the effects of instruction, frequency, and first language on second language acquisition.**
- 3. The outcome in language acquisition is variable.**

Speaker notes:

“The point where all these theories converge is in the following ideas” *read the slide as each point appears on the screen.*

Reviewer notes: Increase the fonts and make the letters bold.

Learning points

- Discuss the SIOP strategies
- Choose strategies for lesson preparation, building background, comprehensible input, interaction, practice and application, review and assessment.



Speaker notes:

“After this session you will be able to...” *read the slide*

Reviewer notes:

Five principles to foster language acquisition

- A. Focus on vocabulary.
- B. Link background knowledge and culture to learning.
- C. Increase comprehensible input and language output.
- D. Promote classroom interaction.
- E. Stimulate higher-order thinking and the use of learning strategies.



Speaker notes:

The instructors must have in mind five principles to foster language acquisition (*read the slide*) There are certain strategies that the instructor must use to foster the various events of instruction.

Explore the strategies (handout).
Questions to support discussion:

1. How can we evaluate the strategies (purpose, language developmental stage, alignment with the learning objective)?
2. How can we differentiate instruction for different language developmental stages?

Reviewer notes:



1. Lesson Preparation

Prediction

- Ask the student to predict what the lesson will be about.
- Encourage explanation and use of words included in the clues you shared.
- Older students can write the words

Example: “**Today we are going to learn about arctic animals. What animals do you think you are going to read about in the story? What information about these animals do you want to learn?**”

Speaker notes:

“The first event of instruction is Lesson Preparation. It is the time where the instructor prepares the students for the new lesson. Most of the time, the teachers inform the students about the new topic or concept or idea. To encourage the use of language by the students and foster language acquisition, one SIOP strategy that the teachers can implement is “prediction”. (read the slide)

Reviewer notes: Add Animation because the slide is heavy with text.



1. Lesson
Preparation

2. Building Background

- **Concept maps**
- **Interactive word wall**
- **Songs**
- **The Word cloud**
and more

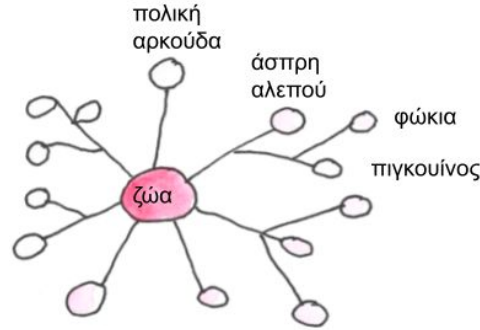
Speaker notes:

“Teachers must use strategies to stimulate learners’ prior knowledge. Is the lesson connected to a concept, rule, or topic taught in the past? Instructors must highlight this connection. Some strategies are ...” (read the slide)

Reviewer notes:

Concept maps

The concept map is a diagram that depicts the relationship between concepts.



Speaker notes:

“During a lesson about the arctic animals, a concept map would look like that. Write the word ζώα in the middle and then create a web of names of arctic animals.”

Reviewer notes:



- **Gestures**
 - **Multimedia**
 - **Graphic Organizers**
 - **Differentiated Sentences starters**
- And more**

Speaker notes:

“Comprehensible input is important in second language acquisition. The learners must be provided with aids so they can comprehend the text they read or the audio they listen to.”
(read the slide)

Reviewer notes:

Examples

Learners at the speech emergent stage and the beginning fluency level

- Begin with the essential question of the day.
Write the question at a variety of levels.
“Πώς ζούνε τα ζώα στον αρκτικό πόλο;”
“Ποια χαρακτηριστικά μοιράζονται τα ζώα στον αρκτικό πόλο;”
- Convert the questions into sentence starters.
“Τα ζώα στον αρκτικό πόλο ... “
“Τα κοινά χαρακτηριστικά των ζώων του αρκτικού πόλου είναι...”

Speaker notes:

“For a heterogeneous class, we can start with the essential question of the day written at varied levels and then convert the questions into sentence starters. For example...” (read the slide)

Reviewer notes:



“Squeepers”

- Ask the students to scan the text for 1-2 minutes.
- Ask them to generate questions that will likely be answered by the text.
- Ask them to predict 1-2 things they will learn.
- Read the text to search the answers and formulate new ones.
- Summarize

Speaker notes:

“Reading comprehension and oral production in one strategy that fosters language acquisition. Let’s see an example for the lesson about arctic animals. Maintain the students interest with the following strategies...” (read the example)

Reviewer notes:



“Think-Pair-Share”

- The students write their sentences.
- Each student turns to another student nearby and reads or tells his or her own responses (pair, share).

Speaker notes:

“Language practice is enhanced with interaction between students. One strategy to foster interaction among students is ...” (read the example)

Reviewer notes:



"Readers Theater"

- Students take the role of one animal from the text.
- The teacher writes a story about the arctic animals.
- Each student completes the script with sentences in the first person including information about the animal from the text.
- The teacher reads the story and the students act their part.

Speaker notes:

"Give the learners time to practice the learning objectives. In our example, one activity that fosters practice might be..."
(read the example)

Reviewer notes:



“Self-Assessment”

At the end of the lesson return to the objectives and ask students to rate themselves again.

“Σήμερα έμαθα για το ...

Μπορώ να ...”

Speaker notes:

“At the end of each lesson, give the students time to reflect on what they learned. Encourage them to use generic sentences like...” (read the example)

Reviewer notes:

Practice & Application

Speaker notes:

In this session you are going to create your lesson plan. You can collaborate with teachers who have the same group-age of students like you.

Reviewer notes: