



Workshop E:
**Finding Balance between
Language & Content Instruction**

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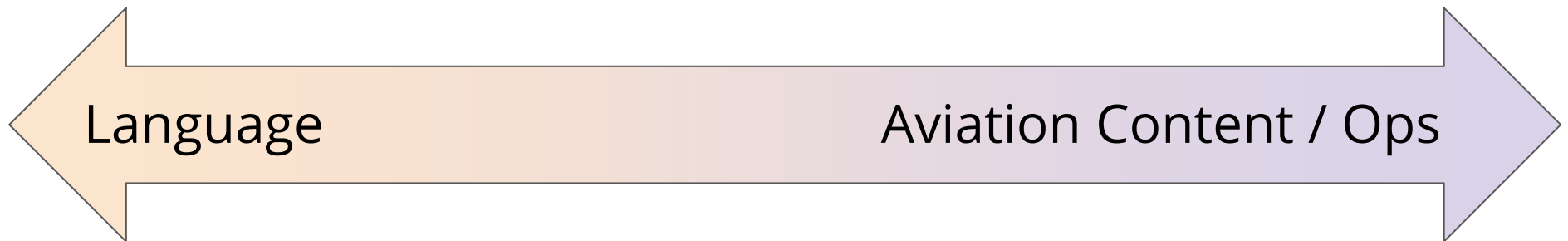
Read the Lesson Plan

Plan

- Introduce key ideas about:
 - ◆ Goals
 - ◆ Elements of Best Practices
- Revise a lesson plan
- Discuss

Program Goals and Context

→ Dual--but not necessarily equal--commitment (Stoller, 2002)



Your Turn!

Why have the students signed up for this program?

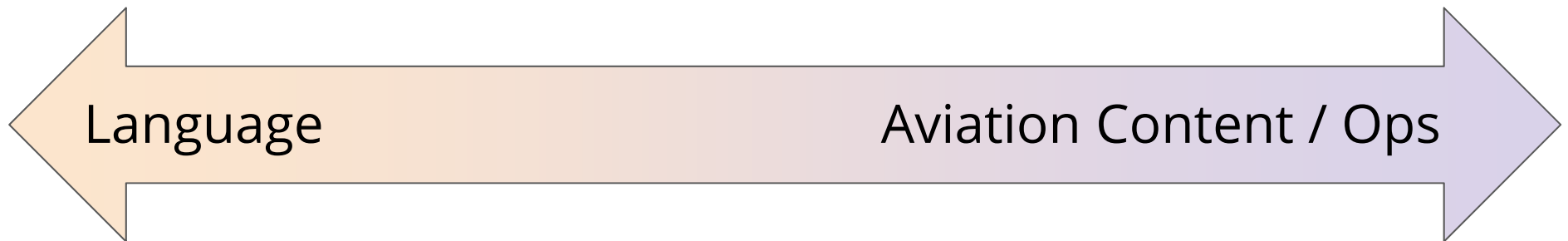
Are they in the program to learn operations or English? Or both?

Do they need “plain language” or phraseology training? Or both?

What else do I know about the students or teaching context?

Share and Compare

→ Where would you put this program on the continuum?



Elements (SIOP Model from Echevarria, Vogt, and Short, 2000)

Lesson
Preparation

Interaction

Practice +
Application

Building
Background

Strategies

Delivery

Comprehensible
Input

Review +
Assessment

Preparation

Look at the **Lesson Objectives**.

→ How can we improve the language and content objectives of this lesson?

◆ Students will...

Background

Look at the **Warm-up** activity.

- How could we revise this activity to build background knowledge for the lesson?
 - ◆ Don't forget about the other elements--delivery, practice, interaction, etc.

Comprehensible Input

Look at the **Vocabulary** activity at the beginning of the lesson.

→ How can we improve students' first exposure to new vocabulary for the lesson?

- ◆ Number of words
- ◆ Visual support
- ◆ Meaning first
- ◆ Pronunciation as comprehension tool
- ◆ Repetition throughout lesson

Your Turn!

Work with a small team to revise the rest of the lesson.

Use the handout as a guide!

We will come together as a group in 20 minutes to discuss your plans.

Share and Compare

Move to sit with a partner from a different group.

Discuss your revised plans and how you applied the ideas about best practices.

“That is a great question,

- ...and the basic answer is _____, but you will learn more about that when you take _____course.”
- ...and we will answer it next week!”
- ...and the answer is too long for our class today. Maybe _____can answer it for you. Will you tell us what you learned?”
- ...and I don’t know the answer. Please do some research after class. I will too, and we can compare our answers tomorrow.”

Revise one of your lessons!

Revise an activity or lesson that you have recently taught or plan a lesson that you would like to teach.

Use the handout to help you.

General Discussion and Questions

Summary

- Dual commitment to language and content
- Elements of effective teaching
- Lesson revision

Selected Resources

Colomines, A. (2005). The Defense of Languages, the Defense of Human Heritage. Paper presented at Proceedings of the Second Linguapax Asia International Symposium on Language in Society and the Classroom. Tokyo, Japan. doi: 10.13140/RG.2.1.3109.3281.

Echevarria, J., Vogt, M. E., & Short, D. (2000). *Making content comprehensible for English learners: The SIOP® model*. Boston: Allyn & Bacon.

Faltis, C. (2008). Comprehensible input. In J. M. González (Ed.), *Encyclopedia of bilingual education* (pp. 164-168). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412963985.n70

Li, S. (2010). The effectiveness of corrective feedback in SLA: A meta-analysis. *Language Learning: A Journal of Research in Language Studies*, 60(2), 309. doi:10.1111/j.1467-9922.2010.00561.x

Pang, M. (2019). Developing core practices for EFL/ESL teaching: A framework for methodology course design. *TESOL Quarterly*, 53(1), 258-273. doi:10.1002/tesq.487

Schmitt, N., Jiang, X., & Grabe, W. (2011). The percentage of words known in a text and reading comprehension. *The Modern Language Journal*, 95(1), 26-43. doi:10.1111/j.1540-4781.2011.01146.x

Stoller, F. (2002). Content-based instruction: A shell for language teaching or a framework for strategic language and content learning?. Paper presented at the TESOL convention. Salt Lake City, Utah.

Resources for Language as a Human Factor

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