

ICAEA 2019 Workshop: Finding Balance between Language and Content Instruction

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Handout B: Best Practices for Aviation English Instructors

Element of Best Practices	Features (SIOP Model* adapted for Aviation English teaching)
Lesson Preparation	<ol style="list-style-type: none">1. Lesson has clear aviation content objectives2. Lesson has clear English language proficiency building objectives3. Lessons reflect program context and student background4. Materials are found or created to increase the clarity of concepts (e.g., images, charts, realia)5. Content is adapted for student needs6. Meaningful activities that integrate lesson concepts are important components of the lesson (e.g., authentic communication, role-play, information gap)
Building Background	<ol style="list-style-type: none">1. Students understand the relevancy of the aviation content and language skills to their lives and goals2. Connections to past lessons help link information3. Key aviation content vocabulary are taught explicitly and strategically repeated throughout the lesson/course.
Comprehensible Input	<ol style="list-style-type: none">1. Teacher and peer speaking is suitable for student proficiency level (e.g., slower speech rate, level-appropriate vocabulary and grammar)2. Clear directions are given for each task3. Varied methods of making aviation concepts clear are used (e.g., modeling, visual aids, realia, gestures, hands-on, tours)
Strategies	<ol style="list-style-type: none">1. Scaffolding techniques to assist students are used throughout the lesson (e.g., think-alouds, modeling, guiding questions)2. Questions are asked to activate higher-order thinking (e.g., analysis, evaluation, synthesis)
Interaction	<ol style="list-style-type: none">1. Frequent opportunities are available to interact meaningfully with other students and the teacher2. Seating arrangement facilitates interaction as appropriate with the lesson objectives (i.e., for group work, students sit so that they can all see/hear each other)3. Teacher provides sufficient wait time for student response (count to 5 or 10!)

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Interaction, continued	<ol style="list-style-type: none">4. Students have opportunities to clarify concepts in their first language (e.g., with dictionary, with teacher or peers)5. Student questions are addressed strategically so that relevant questions are answered, but questions that are outside the scope of the objectives do not take up too much class time.
Practice and Application	<ol style="list-style-type: none">1. Opportunities are given to practice new language and content2. Hands-on activities for students to apply new language and content are incorporated into the lesson3. Activity design elicits the skills students need to practice (e.g., a group of students who need speaking practice should not be completing only reading and writing assignments)
Lesson Delivery	<ol style="list-style-type: none">1. Content objectives are supported by lesson delivery2. Language objectives are supported by lesson delivery3. Students are engaged 90-100% of the class time4. Lesson pacing supports aviation content and language objectives
Review and Assessment	<ol style="list-style-type: none">1. Key vocabulary and concepts are reviewed2. Students regularly get meaningful feedback on their language use and aviation content comprehension3. Assessment of comprehension and language skill development is given frequently

**The Sheltered Instruction Observation Protocol SIOP © model was developed by Echevarría, Vogt, and Short (2000). This table was adapted for Aviation English from Colomines (2005) who provided a summary of the key elements of the SIOP model.*