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Making Use of Both Operational and Linguistic Knowledge and Skills



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Workshop Agenda

90 minutes

- 1. Introduction** [5 minutes]
- 2. Evaluate a Lesson Plan** [30 mins]
- 3. Self-assessment** [25 mins]
- 4. Guiding Questions** [5 min]
- 5. Final Activity** [20 min]



What feedback would you
give to your colleague?

English Language Side

All teacher-talk on content
No student production
No language instruction
No tailoring to student proficiency
or L1
Lesson progression is only
information dump
Lack of activation of knowledge
Lack of practice opportunities

Aviation Operational Side

- Lack of clear application to aviation operations
- Lack of skill production
- Relevance and depth of information on topic is low
- Sophistication and appropriateness for students' level of experience is inaccurate

**Stated lesson objectives are not met.
The lesson may not be useful for students.**

What skills and experience
enabled you to provide that feedback?

ing Questions for Using Operational and Linguistic Knowledge and Skills

Operational Knowledge and Skills

- Given what you know about the students,
 - Why is the topic relevant to the local context?
 - Why is the depth of information appropriate?
- Where in the lesson do students:
 - Demonstrate comprehension of content information?
 - Apply content information to real-world operations?
 - Practice real-world aviation communication skills?

Linguistic Knowledge and Skills

- Given what you know about the students,
 - What makes the language level of the content information appropriate for their English proficiency?
 - What makes the language instruction specifically targeted to these students?
 - What is the balance of student production versus teacher talk?
- Where in the lesson do students:
 - Activate their background knowledge?
 - Practice language skills?
 - Receive feedback?
- Where are opportunities for students to demonstrate achievement of the learning outcomes?

QUESTIONS?

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THANK YOU

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