



DLIFLC
DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

Instructional Design for Second Language Learning

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Learning by Design



Instructional design that incorporates the power of the (design) principles to support the learning process; specifically, a **cognitive theory of learning* using cognitive processes** important for language and language development.

Informed by

Science of Learning

Future Learning Ecosystem: Design Component

Mayer's 12 Principles of **Multimedia Learning***

Maslow's Hierarchy of Needs for Online Learning

*** A cognitive theory of learning focusing on delivery of content using multiple modes, including audio and visual input; states learning can be improved when properly designed multimedia resources are utilized.**

Mayer's 12 Principles for Designing Optimum Learning Environments



Principle	Application
Coherence (<i>extraneous, distracting material not included</i>)	Show exactly what learners need to pay attention to on the screen; no extraneous words.
Signaling (<i>show exactly what to pay attention to on the screen</i>)	Highlight and point out essential information.
Redundancy (<i>use narration and graphics - dual code</i>)	If narration and graphics suffice, no need to include text or keep to a minimum (use close-captioning) - for language learning, this redundancy is beneficial.
Spatial Contiguity (<i>relevant text and visuals are close together</i>)	Make it easy for learners to comprehend how images and text are related and to know where to look for information.
Temporal Contiguity (<i>text and images are simultaneous</i>)	Visuals and audio occur at the same time.
Segmenting (<i>information is presented in segments</i>)	"Chunk" information so lessons and activities flow from one to the next once completed; provide a play bar for videos; include links to next activity or "next" arrows; gives students control over learning.
Pre-Training (<i>provide some of the basics at the onset of a course, lesson, etc.</i>)	Create an introductory guide, glossary of related terms, overview of the course before the lesson begins; guides and cheat sheets or an entire introductory lesson so they also get used to using the course platform or e-Resource.
Modality (<i>use visuals and spoken words more often than visuals and printed words</i>)	Too much text can overwhelm learners so use sparingly; rely on visuals; use more text for Glossaries, key terms definitions, directions; use bullets to create lists rather than lengthy paragraphs.
Multimedia (<i>use words and pictures rather than words alone</i>)	Words and pictures better than words only; words, pictures, and audio also beneficial; visuals should enhance/clarify information in the text.
Personalization (<i>use a more informal, conversational voice</i>)	Keep spoken messages conversational, simple and casual; avoid formal, complex language and use of long, complex words (keep it at the i+1 level of the learner); use the first person (I, you, we our).
Voice (<i>use a human voice rather than a computer voice</i>)	Record your own voice.
Image (<i>humans do not learn better from a talking head</i>)	Use relevant visuals and narration; talking heads work well for a course introduction and welcome on the homepage in establishing instructor presence.

Design Principles in Support of Multimedia Language Learning/Best Practices



Learning Environment (Coherence, Maslow)

- *Welcoming/engaging**
- *Well-organized**
- *User-friendly interface**

Teacher presence, synchronous and asynchronous

Ease of use:

- *navigation**
- *access to materials**
- *tutorials and support**

Content

- *multiple modalities**
- *presented in chunks**
- *active engagement**
- *communication**
- *clear and concise**

A Metamorphosis through Design

French curriculum
created in MS
Word

Readability?

Coherence?

Redundancy?

Dual
Modalities?



School of Distance Learning (DL)
French Familiarization Course (2021)

Bienvenue en classe de français !

Module 1 – Module Un

Introduction : Greetings – Farewells

1. **Salutations** (*greetings*) – **commencer une discussion** (*to start a discussion*)

Les mots et les phrases en vert sont dans le livret des affaires civiles.

(The words and the sentences in green are in the Civil Affairs booklet or LSK.)

Le langage courant (*the general register, as the one used in class*)



(le soleil – the sun) ... Quand c'est le jour. (*When it's daylight.*)

Bonjour Monsieur – Bonjour Madame (*Good morning or good afternoon Sir or Madam*)

Bonjour mon Commandant ! Bonjour mon Lieutenant !

Metamorphosized

(coherence, multiple modalities, chunked)

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Module 1 – Module Un

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Le langage courant (*the general register, as the one used in class*)

 (le soleil – the sun) ... Quand c'est le jour. (*When it's daylight.*)

Bonjour Monsieur – Bonjour Madame (*Good morning or good afternoon Sir or Madam*)

Revoir mon Commandant ! Revoir mon Lieutenant !

DLIFLC



Director of Continuing Education
School of Distance Learning

French Familiarization Course (2021)

Module Un (Module 1)

Avant de commencer (before we begin)



1. Les mots et les phrases en vert sont dans le livret des affaires civiles (Words and sentences in green are in the Civil Affairs booklet or LSK.)

2. Les deux registres de langage en français: courant et familier
Langage familier: familiar register or slang, as the one used for friends and co-workers, eventually

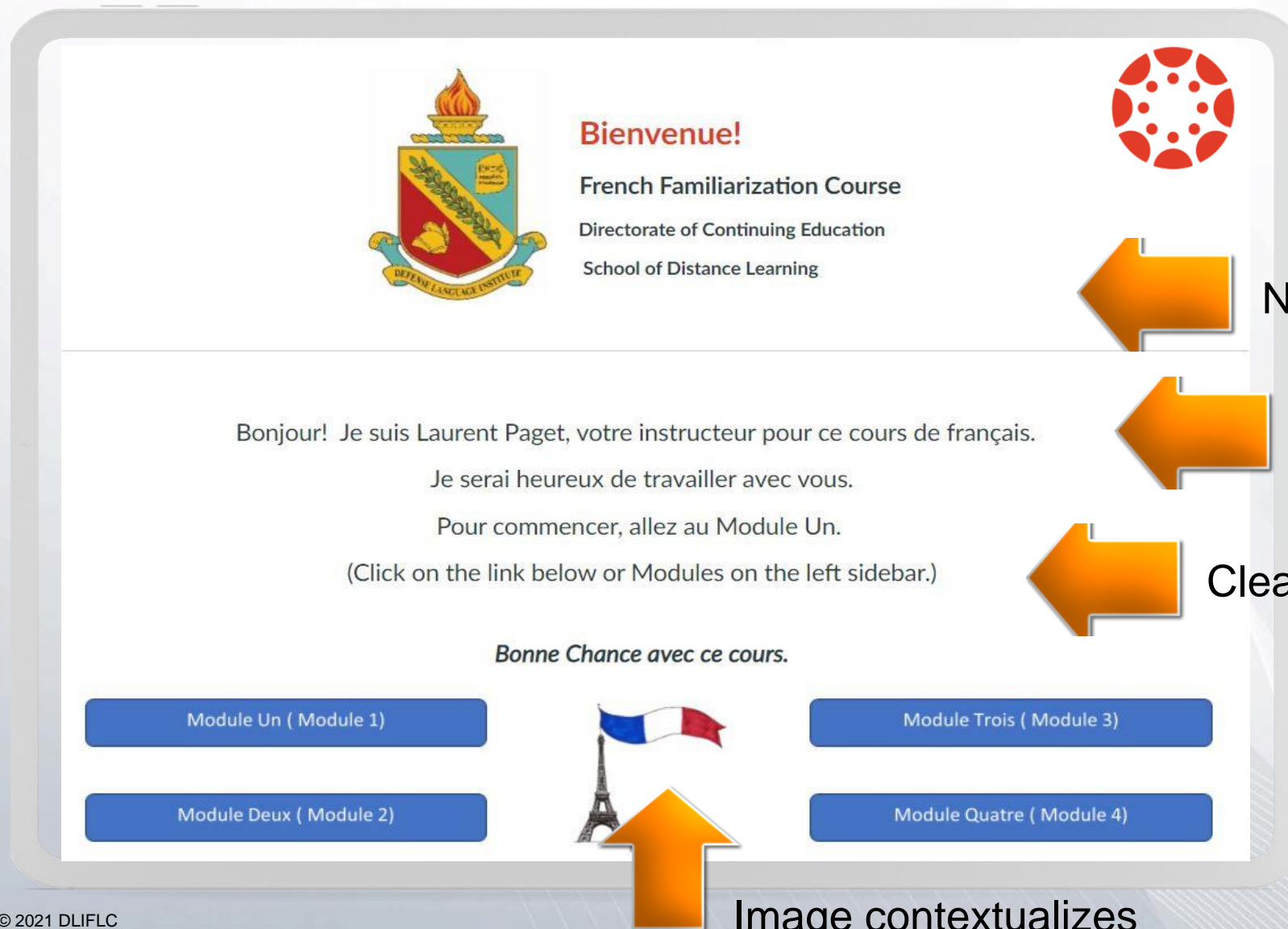
Exemple: Salut Claude! (*Hello, Claude*)

Langage courant: everyday language; general register, as the one used in class

Exemples:

 *Il habite dans une maison. (He lives in a house)*
Le soleil (the sun)... Quand c'est le jour. (When it's daylight)
La lune (the moon)... Quand c'est la nuit (When it's night time) 

Online Version Created in Canvas



The screenshot shows a Canvas LMS page for the 'French Familiarization Course'. The page is divided into sections. The top section features the DLIFLC logo and the course title. The middle section contains a welcome message from the instructor, Laurent Paget, and a link to Module Un. The bottom section displays four buttons for Module Un, Module Deux, Module Trois, and Module Quatre, with a small image of the Eiffel Tower and the French flag in the center. Annotations with orange arrows point to specific elements: 'No extraneous information' points to the top right, 'Option to include narration or welcome video' points to the welcome message, 'Clear guidance' points to the instruction to click on the link, and 'Image contextualizes' points to the Eiffel Tower image.

Bienvenue!
French Familiarization Course
Directorate of Continuing Education
School of Distance Learning

Bonjour! Je suis Laurent Paget, votre instructeur pour ce cours de français.
Je serai heureux de travailler avec vous.
Pour commencer, allez au Module Un.
(Click on the link below or Modules on the left sidebar.)

Bonne Chance avec ce cours.

Module Un (Module 1)
Module Deux (Module 2)
Module Trois (Module 3)
Module Quatre (Module 4)

No extraneous information

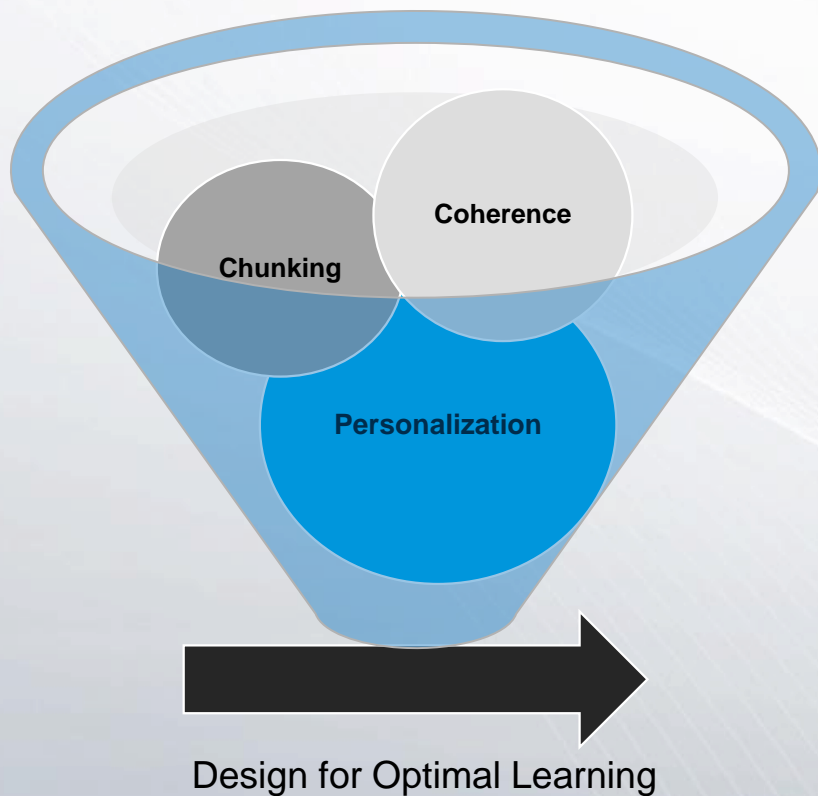
Option to include narration
or welcome video

Clear guidance

Image contextualizes


A Virtual Tour of Multimedia Language Learning / Instructional Design at DLI

(the remainder of the presentation will highlight examples from the DTRA and French Fam Canvas courses)



- Home
- Modules
- Syllabus
- Assignments
- Discussions
- Grades
- Files
- Office 365

DTRA English Homepage



This is the homepage and gateway for English language enhancement at higher levels for DTRA students. These lessons and activities can be accessed 24/7 so feel free to come back at any time and as often as you need. The materials will also be used during scheduled class times. See below for Weekly Topics.

To get started, go to the Modules area for your current week's topic. You can access from the sidebar > Modules or by clicking on the topic link below.

Trimester I

Week 1	Biography	Week 9	Weather, Climate, Natural Disasters
Week 2	Family/Family Life	Week 10	Holidays, Customs, Traditions
Week 3	Module Deux	Week 11	Russian Explorers and First Settlers
Week 4	Character	Week 12	Russians' Domestic and Worldwide Achievements
Week 5	Workday and Leisure Time	Week 13	Demographic Issues in the Russian Federation
Week 6	Home, Apartments, Buildings	Week 14	Today's Media
Week 7	Hometown and State	Week 15	Russian Youth Culture and Movements
Week 8	Groceries, Cooking, Restaurants		

Trimester II

Week 16	Shopping	Week 24	Immigration
Week 17	Russian Federation as a Multinational State	Week 25	Environment
Week 18	Travel, Tourism	Week 26	Violence and Crime
Week 19	Russian Society Today	Week 27	Terrorism
Week 20	Education, Employment	Week 28	Healthcare
Week 21	Armed Forces	Week 29	Science and Technology
Week 22	Museums, Exhibitions	Week 30	Economy
Week 23	Movies, Theaters	Week 31	Foreign Policy

Final Thoughts (and thank you)

"There is an important link between lesson, course, and activity design for any multimedia application that promotes and enhances language learning in meeting the unique culture of the Continuing Education/Distance Learning mission." ~SWagner



References

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