**Implementing Content-Based Language Instruction in your Classroom**

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# **What does content-based instruction mean?**

# Content-based language instruction is teaching English and teaching another subject area together in the same course

# **What are some possible content areas or subjects that can be taught in English?**

# **Different kinds of content-based language instruction**

Content-based instruction (CBI)

Content and Language Integrated Learning (CLIL)

English as a Medium of Instruction (EMI)

# **All types of content-based instruction (CBI, CLIL, EMI) have the same goals for students:**

construct knowledge and develop understanding about a topic and a learning task;

use language meaningfully and purposefully; and

learn about language in the context of learning through language.

# **Content-based instruction (CBI)**

A formal definition: Content-based instruction (CBI) is “The integration of language teaching aims with content instruction” (Snow 2014)

# **Models of CBI**

Sheltered instruction

Theme-based instruction

The adjunct model

CLIL

EMI

# Consider your own school context

# **Balancing language and content**

|  |  |
| --- | --- |
| Language-Driven | Content-Driven |
| Content is used to learn L2.Language learning has priority.Content learning is incidental.Language objectives determined by L2 course goals or curriculum.Teacher integrates content into language-based courseStudents evaluated on language skills/proficiency. | Content is taught in L2.Content learning is priority.Language learning is secondary.Content objectives determined by course goals or curriculum.Teachers select language objectives for content-based courseStudents evaluated on content mastery. |

# **Planning and structuring lessons**

Structuring lessons overview

Find source materials

Establish content objectives

Establish language objectives

Adapt texts as needed

Determine key vocabulary

Develop tasks to help students understand the content

Assess student learning

# **Find source materials**

# Activating background knowledge (schema)

# **Establishing objectives – what is the target ?**

# What do I want the students to be able to **do** as the result of the instruction?

# Establishing objectives

Content objectives: students will be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Language objectives: students will be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [BUILD 2]

# **Adapt texts as needed**

# Vocabulary profileR

# Adapt texts as needed

Methods for simplifying content

Scaffolding = supporting the language learner

Change the content so it is easier

# **Determine key vocabulary**

# Which is more important, grammar or vocabulary?

# The importance of subject-specific academic vocabulary

# **Develop tasks to help students understand the content**

Modify the tasks so they are appropriate for your students

# **Models for assessing student work**

Are we assessing language or content? Or both?

Is our feedback formative or summative?

What will we ask student to do to demonstrate their knowledge?

# Formative vs. summative assessment

# **Putting it all together**

# **References**

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