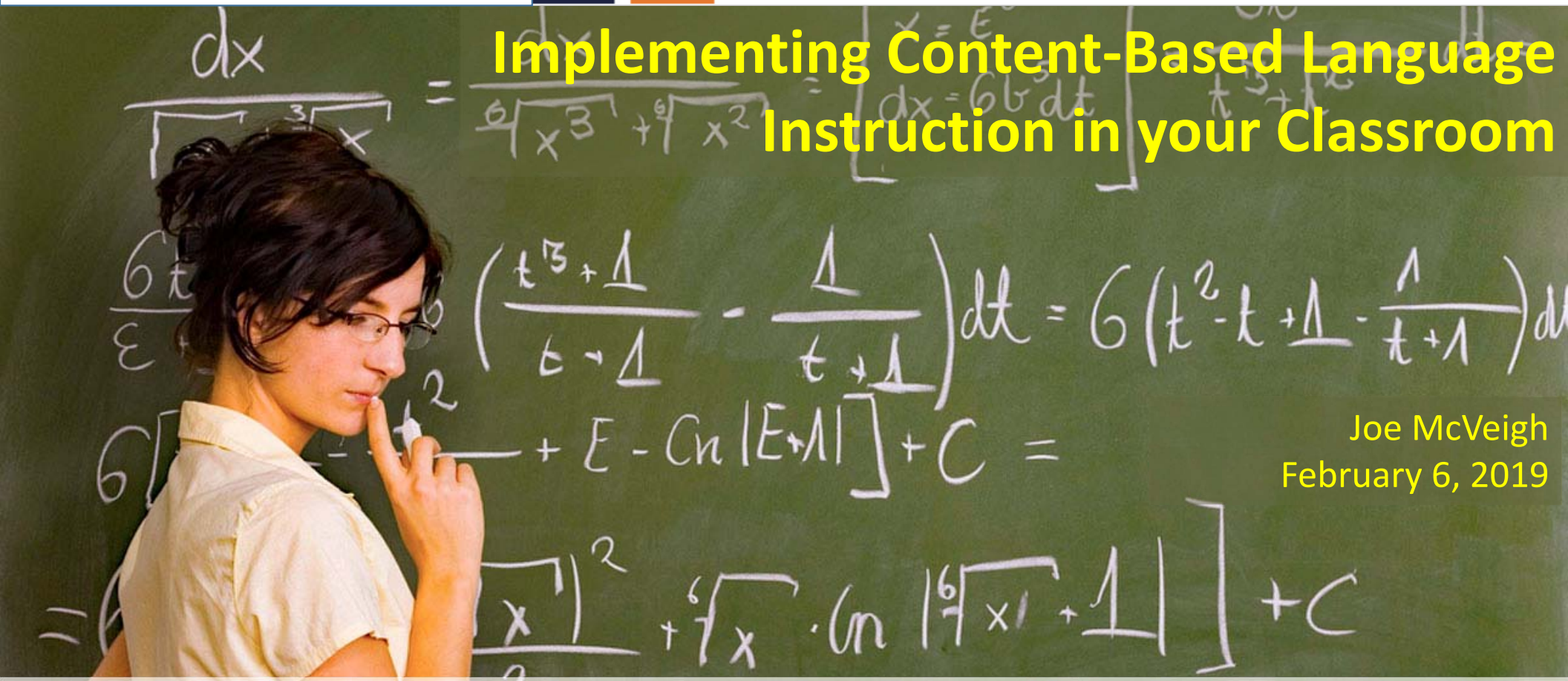
AE AMERICAN ENGLISH

Implementing Content-Based Language Instruction in your Classroom

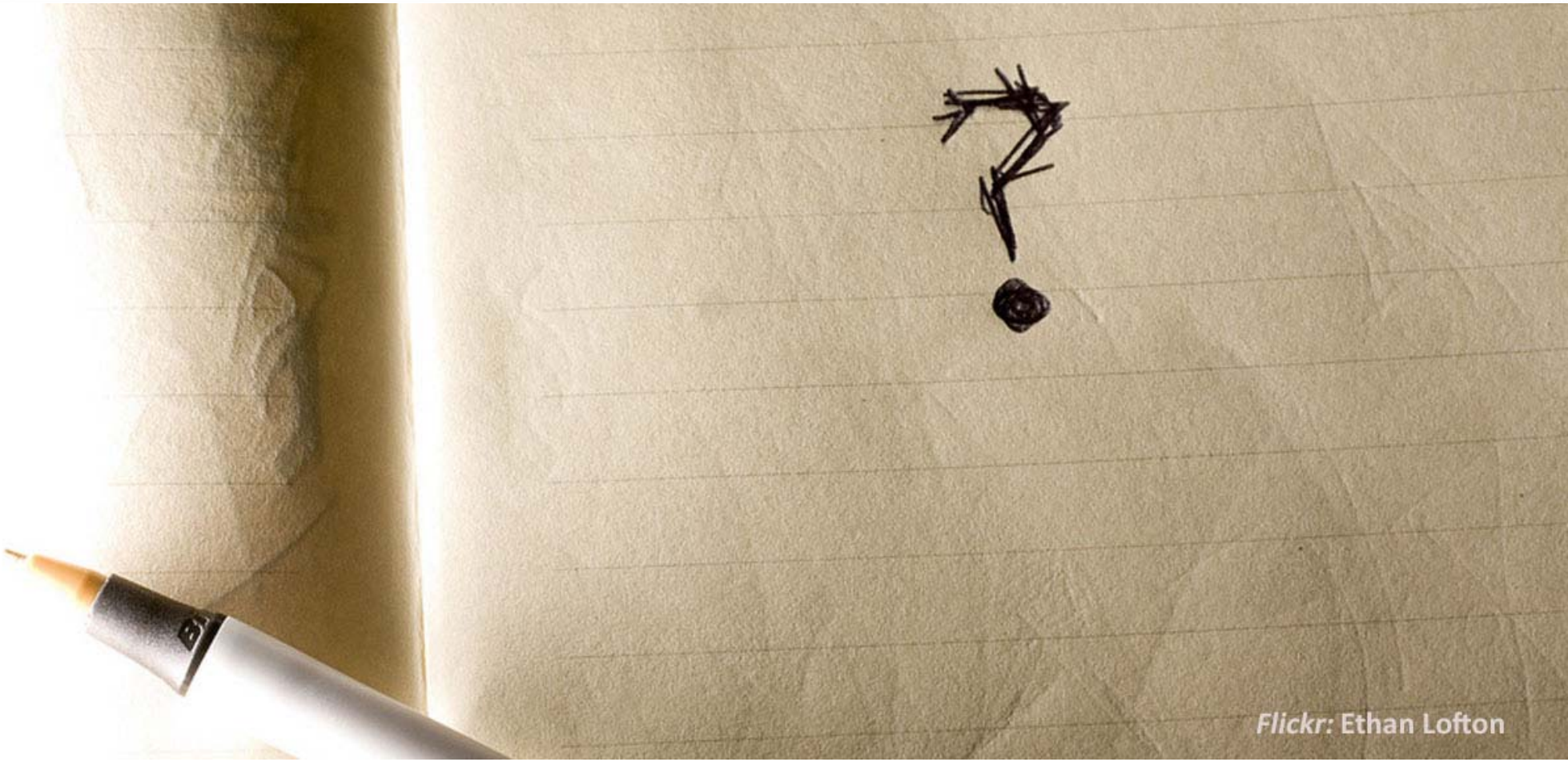


Joe McVeigh
February 6, 2019

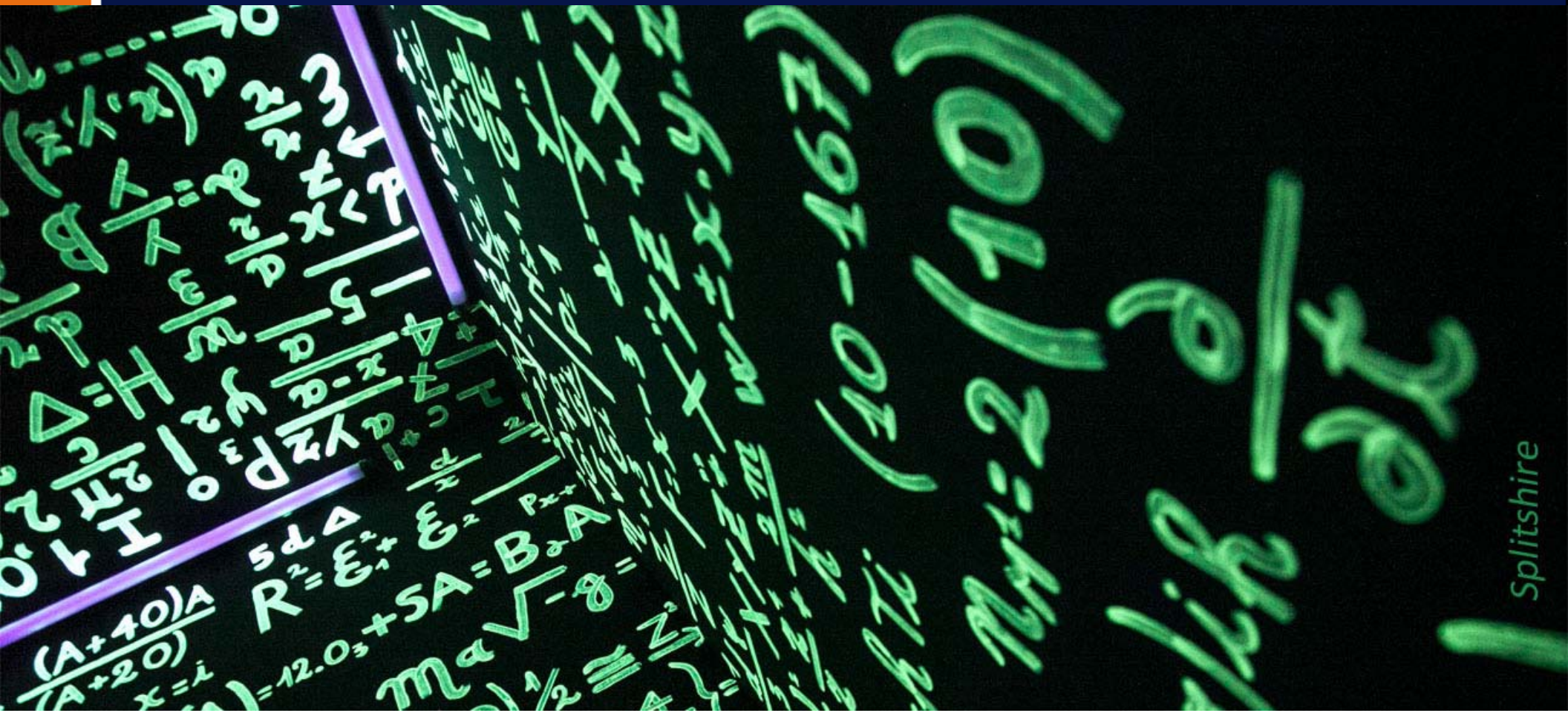
Today we will

- define content-based instruction (CBI) and related terms
- consider how to structure a CBI lesson
  - find source materials
  - establish language and content objectives
  - adapt texts as needed
  - determine key vocabulary
  - develop tasks to help students understand the content
  - assess student learning

What does content-based instruction mean?



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



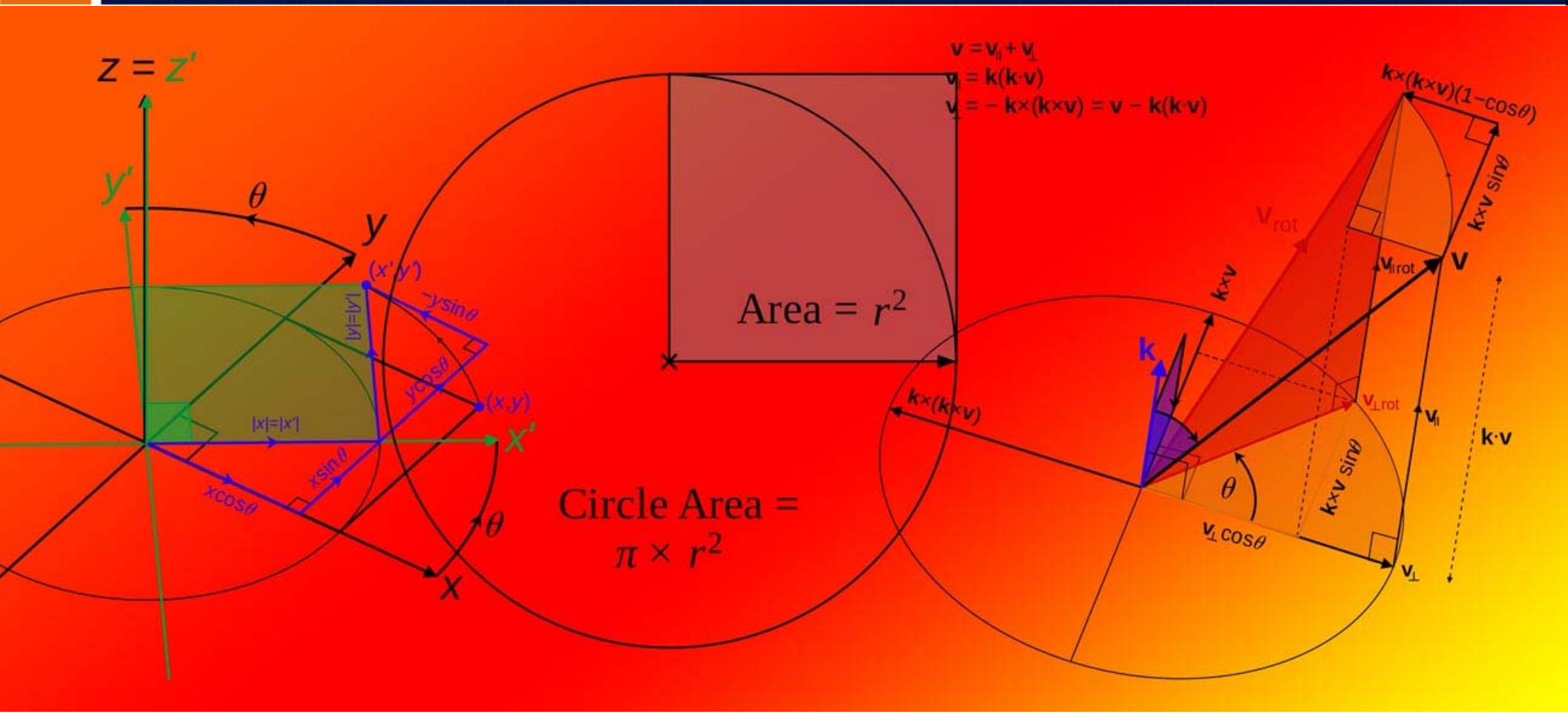
What are some possible content areas or subjects that can be taught in English?

Geography


Cork
Plymouth
Land's End
English Channel
Le Havre
Paris
Brest
Nantes
Bordeaux
Bay of Biscay
Pyrenees
Marseille
Barcelona
Corsica
Sardinia (Sardegna)
Majorca (Mallorca)
Mediterranean Sea
Palermo
Tyrrhenian Sea
MALTA
Tripoli
TUNISIA

History

Math


z = z'
y'
θ
y
(x',y')
−y sinθ
|y'|=|y|
y cosθ
(x,y)
|x|=|x'|
x'
x sinθ
x cosθ
θ
x
Area = r²
Circle Area =
π × r²
v = v∥ + v⊥
v∥ = k(k·v)
v⊥ = − k×(k×v) = v − k(k·v)
k×(k×v)
k×(k×v)(1−cosθ)
k×v sinθ
V rot
V∥rot
V
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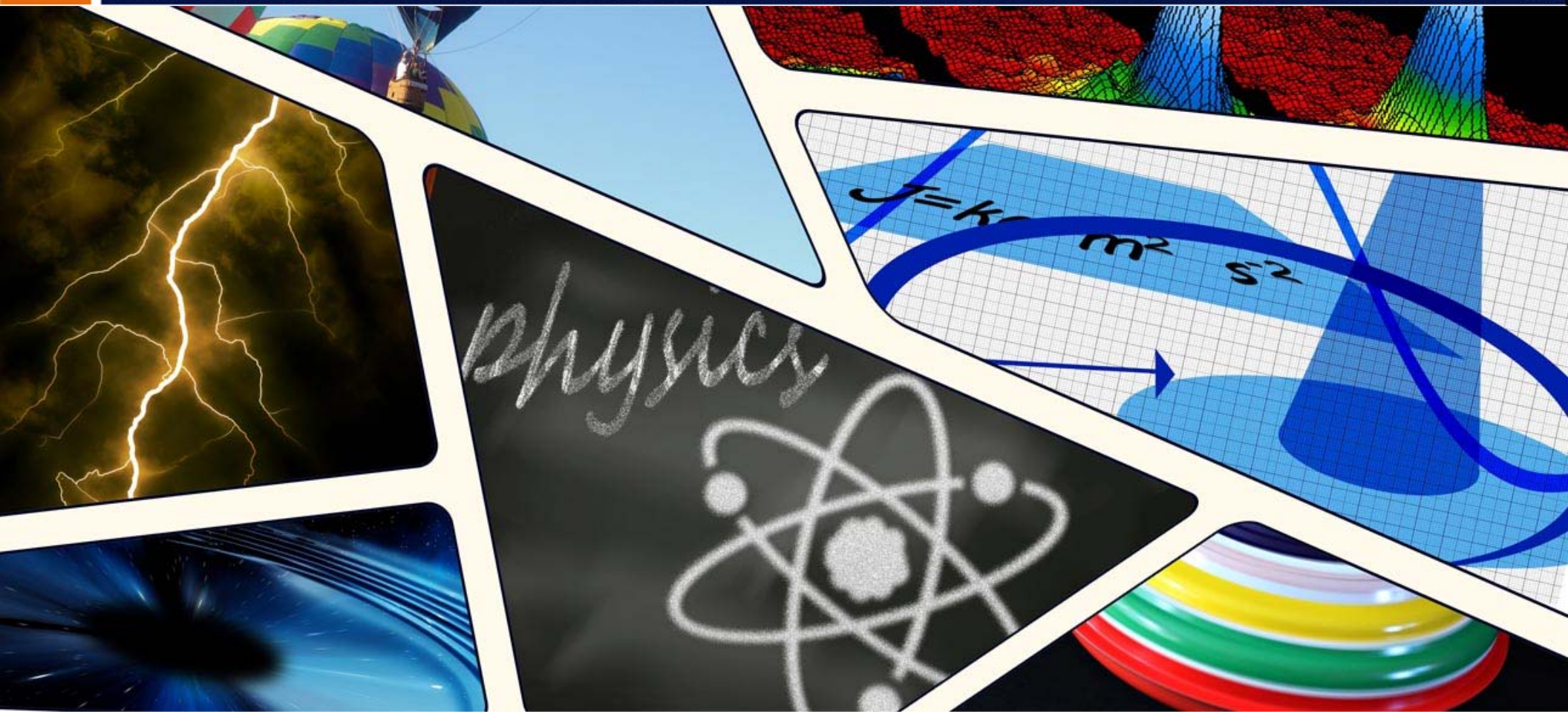
k×v sinθ
V⊥ cosθ
V⊥

Physics



Chemistry

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:

1. construct knowledge and develop understanding about a topic and a learning task;
2. use language meaningfully and purposefully; and
3. learn about language in the context of learning through language.

Different kinds of content-based language instruction

- Content-based instruction (CBI)
- Content and Language Integrated Learning (CLIL)
- English as a Medium of Instruction (EMI)

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 (Brinton & Snow 2017)
  - **Sheltered instruction:** teacher supports students in class
  - **Theme-based instruction:** English class focuses on a specific theme or idea
  - **Adjunct instruction:** Two teachers work together (often in university settings), one on content and one on language

Models of CBI

- Sheltered instruction
  - Commonly used in English-speaking countries with non-native students, for example in Canada and the United States
  - Second language students are separated from native English students
  - Either a separate class or a “pull out” program
  - An English teacher offers additional support for understanding
  - May use the SIOP (Sheltered Instruction Observation Protocol) model (Echevarria, Vogt, & Short, 2017)
- Example
  - Primary school in the United States
  - Basic science class
  - Course is entirely in English. Teacher carefully includes lessons to make sure that English learners understand the content

Models of CBI

- Theme-based instruction
  - Found in an English language course
  - Themes and topics are selected according to student interests and needs
  - May be an entire course or only part of the course
  - Contains readings, listening materials and other content about the selected theme
  - May integrate language skills such as listening, speaking, reading, and writing
- Example
  - Secondary school in Japan
  - Intermediate spoken English class
  - Teacher chooses theme: marriage
  - Video of content; small-group discussions, role-plays, writing assignments

A good example of theme-based instruction

Staci Hauschild, Elena Poltavtchenko, and Fredricka L. Stoller
EAST TIMOR AND UNITED STATES

From *English Teaching Forum*

Going Green: Merging Environmental Education and Language Instruction

Content-based instruction (CBI) is well respected not only for its commitment to language learning, but also for its

school, secondary school, and university preparatory program levels. Some CBI models, such as immersion, focus mainly on content learning, while

Models of CBI

- The adjunct model
  - A content course and a language course are conducted at the same time
  - Language students take a separate class in addition to the regular course
  - Often conducted with two different teachers
  - Assessment of content by content teacher; language by language teacher
- Example
  - University in New Zealand
  - Introductory course in sociology
  - Language students join with native English speakers
  - Language students meet separately with English teacher
  - Focus on helping student understand course content: vocabulary, reading, lectures, and prepare for writing assignments

Types of content-based language instruction

- Content and Language Integrated Learning (CLIL)
  - Common in primary and secondary schools.
  - Primary focus is on the content. Language learning takes place indirectly.
  - Often a government policy, popular in Europe
  - Exposure to language gradually increases

- Example
  - A high school in Spain
  - Physical education classes (PE, gym)
  - Activities are conducted about 60% in English, 40% in Spanish
  - A fair amount of explicit language support – changes over time

Types of content-based language instruction

- English as a Medium of Instruction (EMI)
  - Common at university level
  - Focus is on content, which is delivered in the second language
  - Intensive exposure to the second language – but may not have explicit language instruction

- Example
  - A university in Saudi Arabia
  - Graduate level courses in law
  - Books, lectures, writing, and exams are all in English
  - Minimal explicit language support

Review: Models of CBI

- Content-based instruction (CBI)
  - Sheltered instruction
  - Theme-based instruction
  - The adjunct model
- Content and Language Integrated Learning (CLIL)
- English as a Medium of Instruction (EMI)

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

1. construct knowledge and develop understanding about a topic and a learning task;
2. use language meaningfully and purposefully; and
3. learn about language in the context of learning through language.

Consider your own school context

Balancing language and content

Balancing language and content

A language-content continuum

More focus on LANGUAGE

More focus on CONTENT

Balancing language and content

Language-Driven

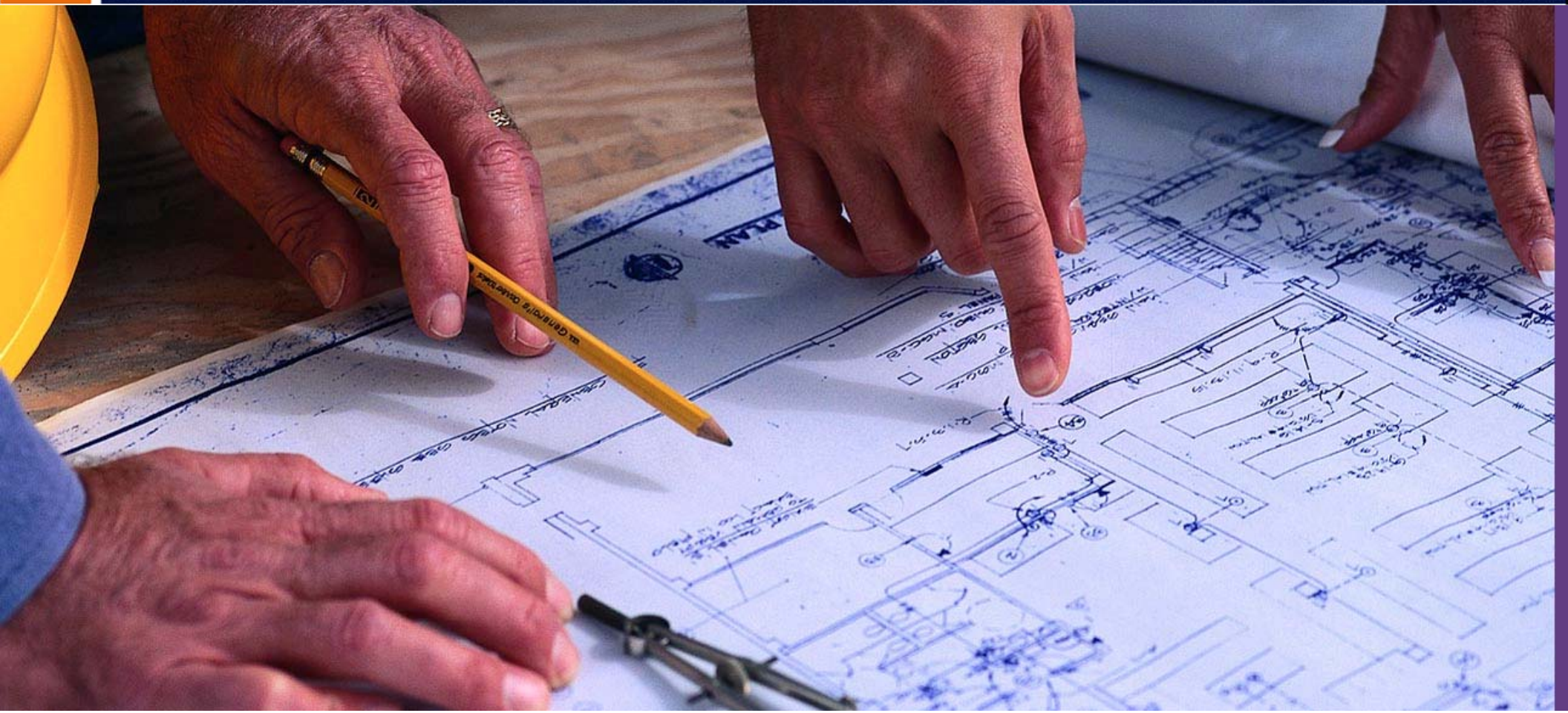
- Content is used to learn L2.
- Language learning has priority.
- Content learning is incidental.
- Language objectives determined by L2 course goals or curriculum.
- Teacher integrates content into language-based course
- Students evaluated on language skills/proficiency.

Content-Driven

- 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 course
- Students evaluated on content mastery.

(from Met, 1999)

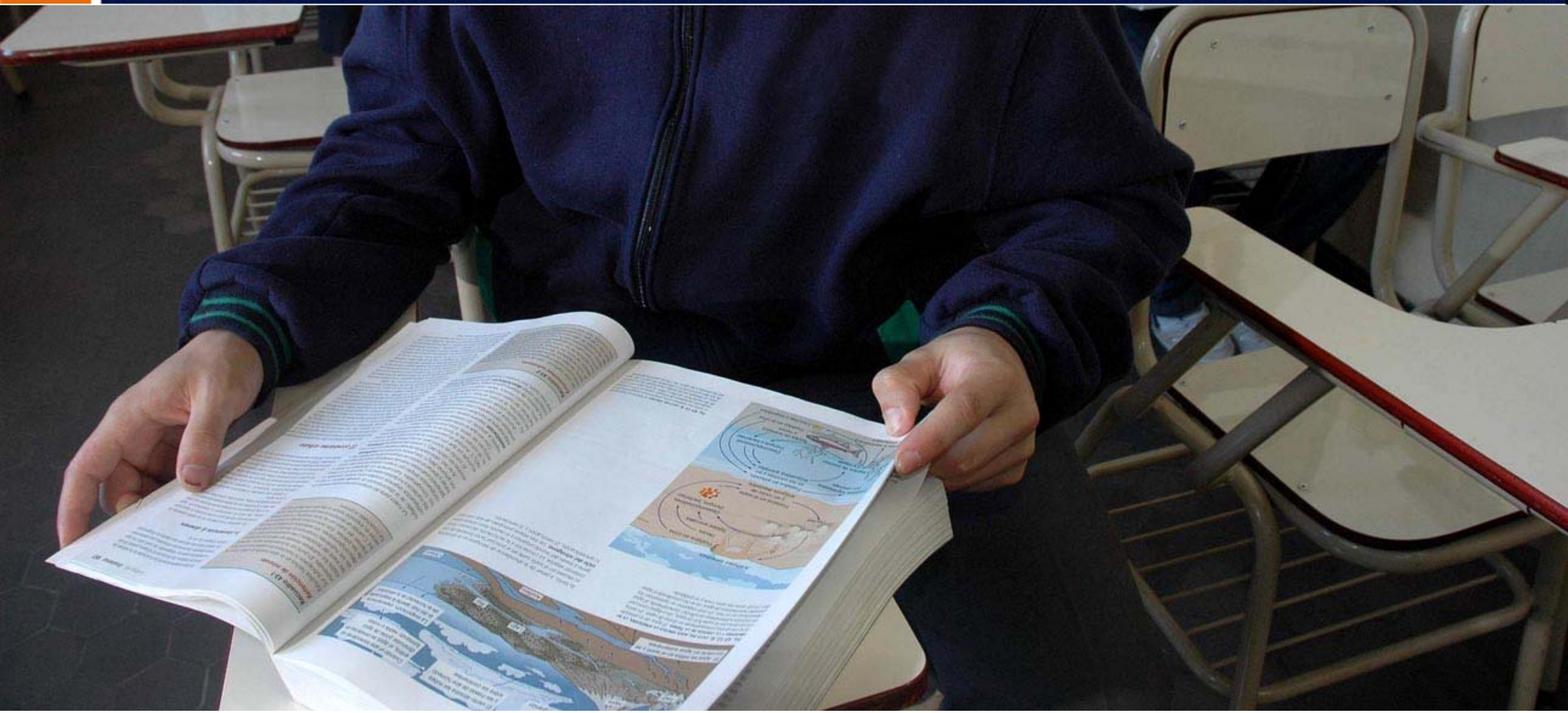
Planning and structuring lessons



Structuring lessons

- 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




NASA
National Aeronautics and Space Administration

Finding materials: NASA

Precipitation Education

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Water Cycle | Weather & Climate | Technology | Societal Applications

Home > Water Cycle > NASA Earth Science: Water Cycle

NASA Earth Science: Water Cycle

Type: Article
Audience: Informal, Formal, 9 - 12, 6 - 8
Standards: ESS2.A, ESS2.C
Keywords: circulation, oceans, salinity, water vapor, groundwater
Summary: This article explains the basics behind the water cycle and includes many good visuals. It provides some good background information about our water cycle as well as providing students with many real-world applications.

Earth is a truly unique in its abundance of water. Water is necessary to sustaining life on Earth, and helps tie together the Earth's lands, oceans, and atmosphere into an integrated system. Precipitation, evaporation, freezing and melting and condensation are all part of the hydrological cycle - a never-ending global process of water circulation from clouds to land, to the ocean, and back to the clouds. This cycling of water is intimately linked with energy exchanges among the atmosphere, ocean, and land that determine the Earth's climate and cause much of natural climate variability. The impacts of climate change and variability on the quality of human life occur primarily through changes in the water cycle. As stated in the National Research Council's report on Research Pathways for the Next Decade (NRC, 1999): "Water is at the heart of both the causes and effects of climate change."

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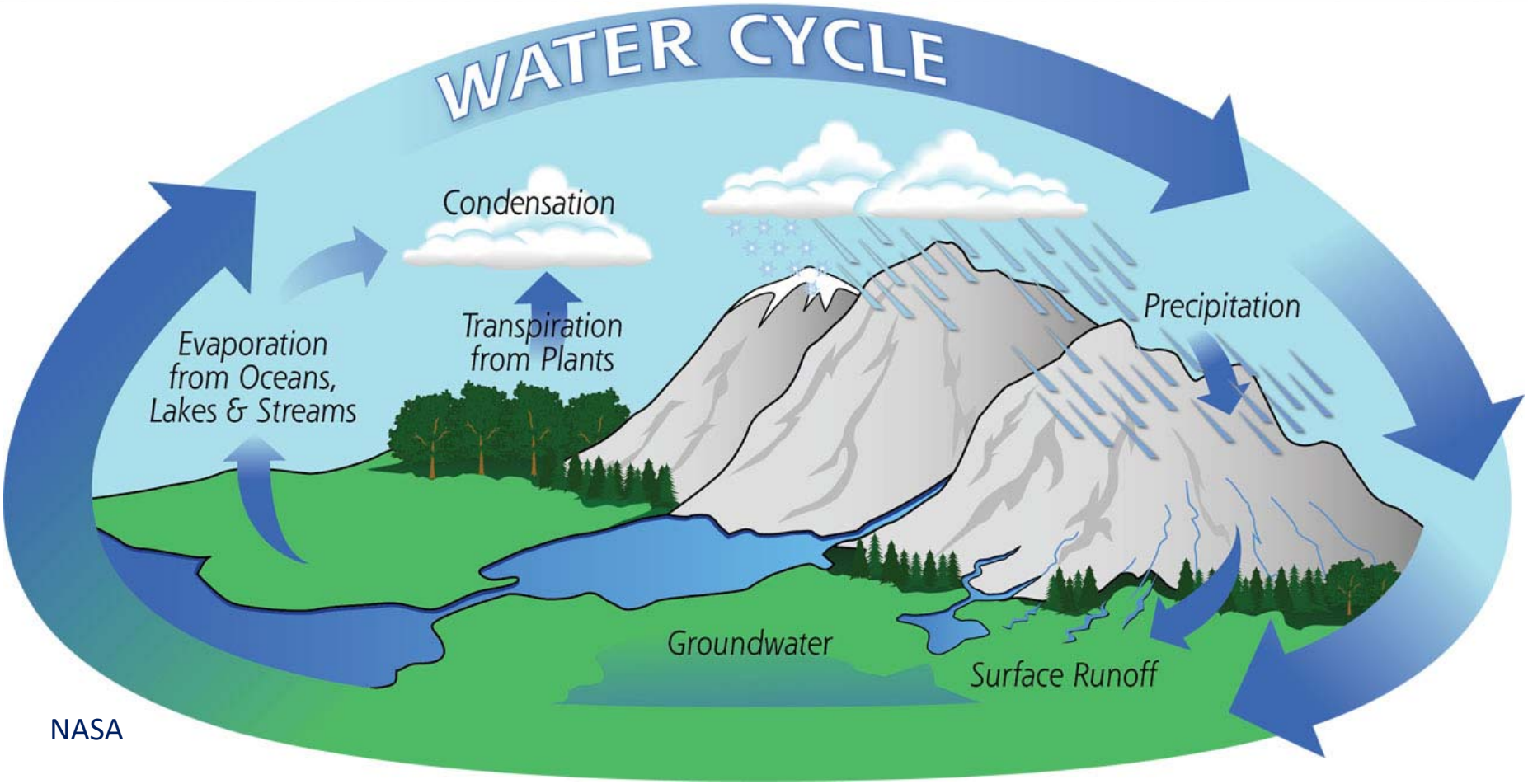
Related Topics:

- Hydrologic Cycle
- Earth Systems

Activating background knowledge (schema)



NASA

Structuring lessons

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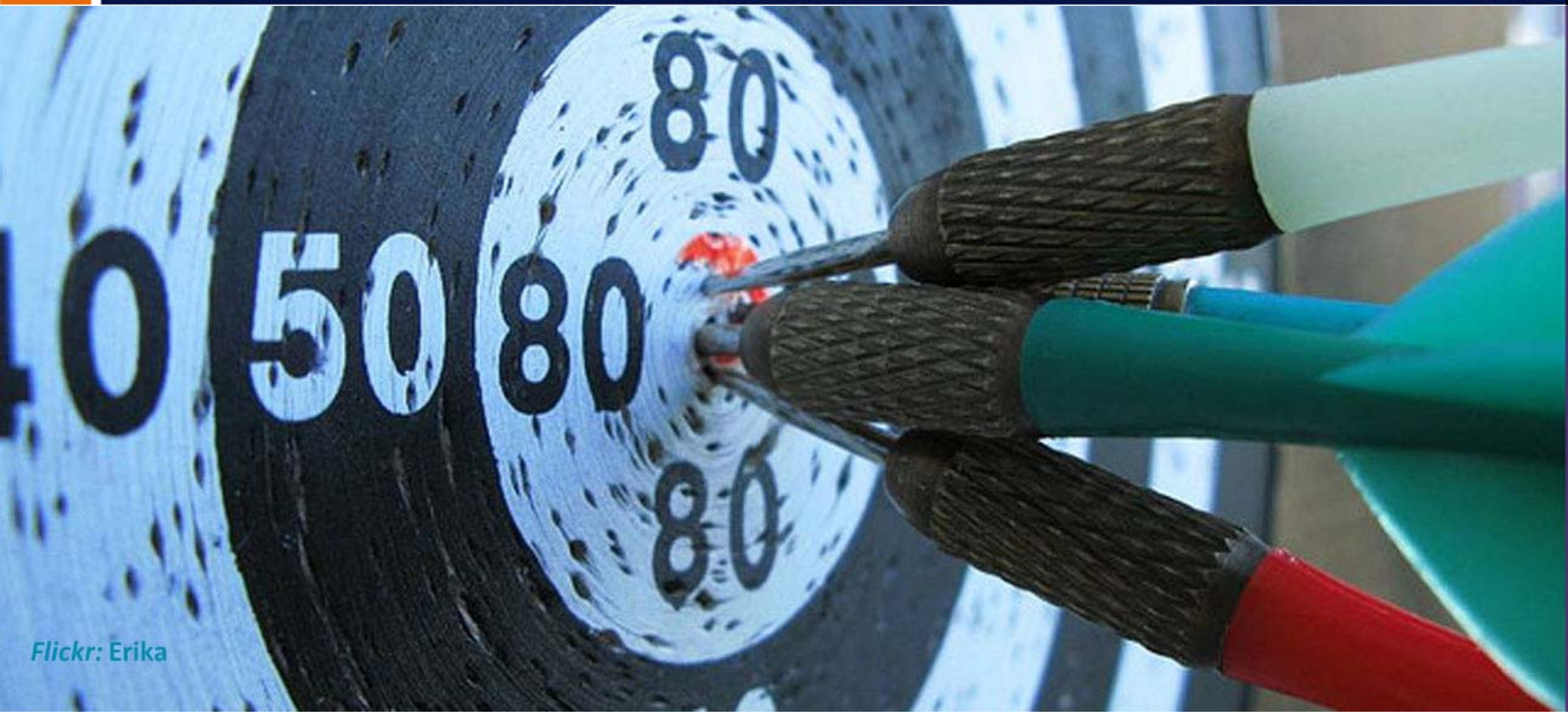
Establishing objectives – what is the target ?

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 _____.
  - describe the water cycle
  - explain how evaporation works
  - give examples of different kinds of precipitation

- Language objectives: students will be able to _____.
  - define 3 key vocabulary terms
  - use the simple present tense correctly in a spoken explanation
  - write a well-structured paragraph

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Adapt texts as needed

Earth is truly unique in its abundance of water. Water is necessary to sustain life on Earth, and helps tie together the Earth's lands, oceans, and atmosphere into an integrated system. Precipitation, evaporation, freezing and melting and condensation are all part of the hydrological cycle - a never-ending global process of water circulation from clouds to land, to the ocean, and back to the clouds.

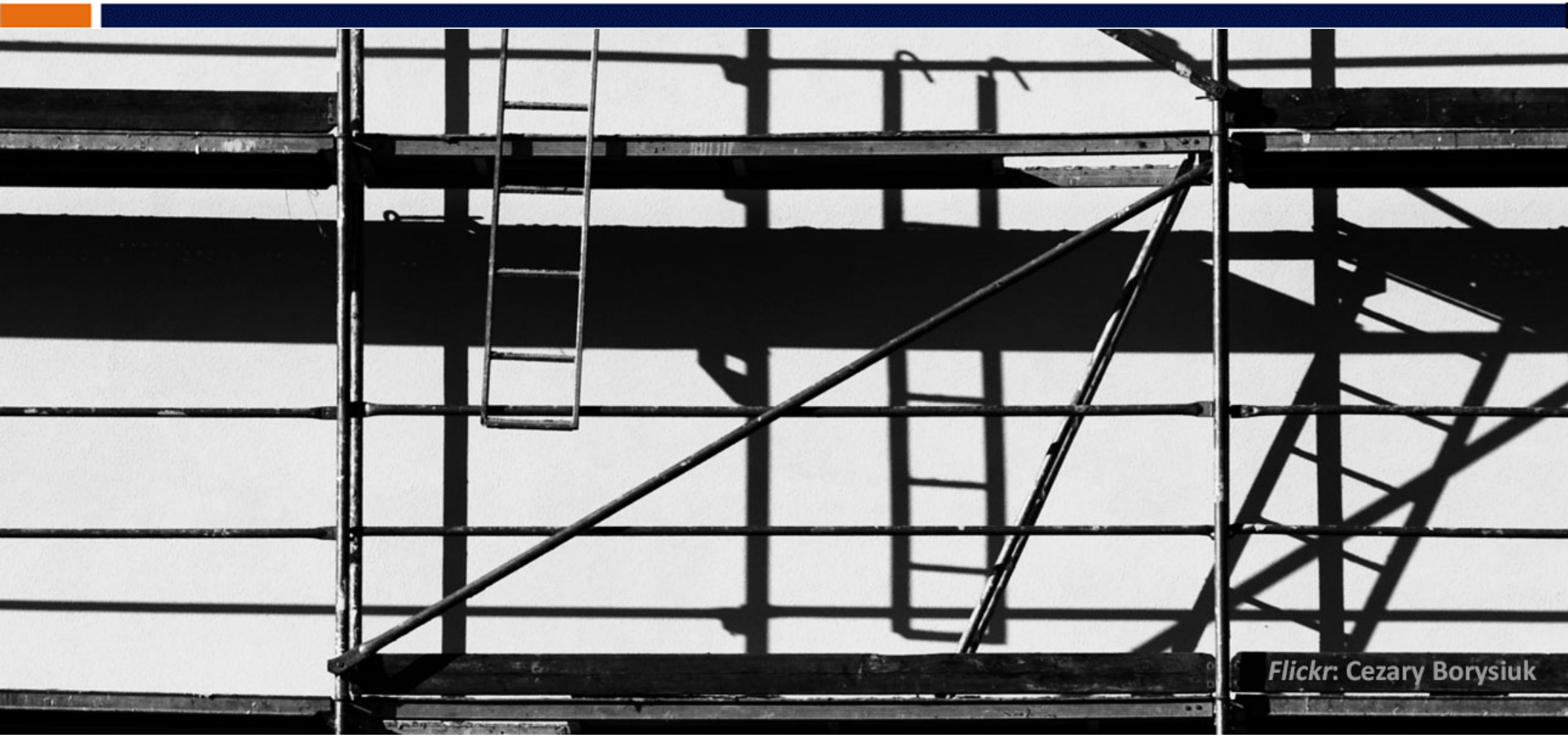
Vocabulary profile

Earth is truly unique in its abundance of water Water is necessary to sustain life on Earth and helps tie together the Earth s lands oceans and atmosphere into an integrated system Precipitation evaporation freezing and melting and condensation are all part of the hydrological cycle a never ending global process of water circulation from clouds to land to the ocean and back to the clouds

RED: 1 - 1000 words
GREEN: 1001 - 2000 words
BLUE: Academic Word List words
BLACK: Off-list words

Vocabulary Profiler at the University of Hong Kong
http://www4.caes.hku.hk/vocabulary/profile.htm

Adapt texts as needed



Methods for simplifying content

- Scaffolding = supporting the language learner
  - Explaining vocabulary
  - Using graphs, charts, diagrams, or pictures
  - Using graphic organizers
  - Limiting the amount of new information that is introduced

Methods for simplifying content

- Change the content so it is easier
  - Re-write the text so it uses easier vocabulary and is simpler
  - Provide explanations of key concepts in simple English or the first language
  - Re-record audio passages to be slower and clearer
  - Introduce the content more slowly
  - Provide subtitles for videos

Structuring lessons

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Which is more important, grammar or vocabulary?

The importance of subject-specific academic vocabulary

Most people do not _____ how much _____ affects them. It can affect how people think, _____, and act. Some _____, such as those in _____, can have the same _____ for everyone. Other _____ meanings may be different in different _____. We can _____ our _____ of ourselves and the world around us by learning about what _____ can mean or _____.

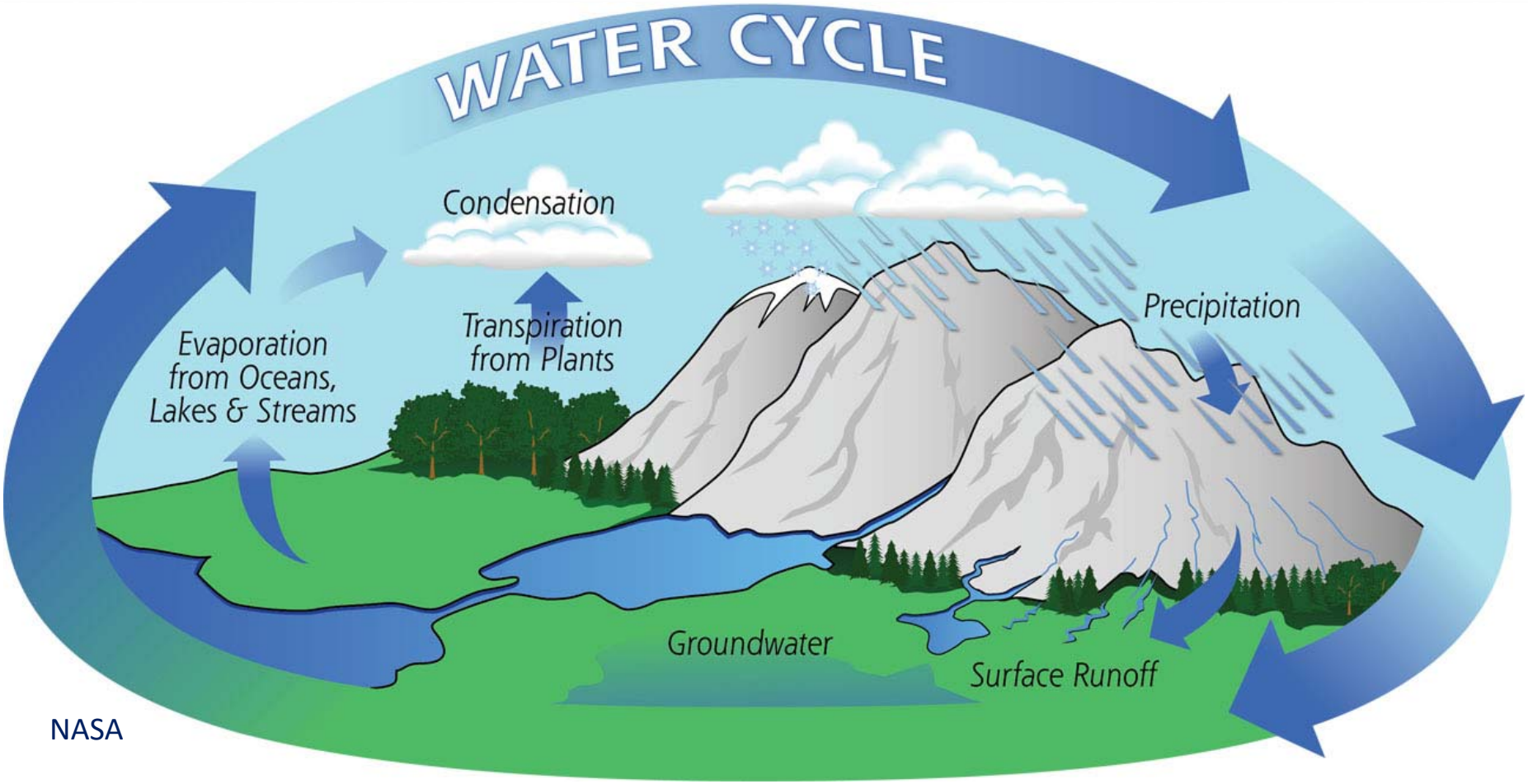
The importance of subject-specific academic vocabulary

Most people _____ _____ realize how much color affects _____. It _____ affect how people think, feel, and act. _____ colors, such as those _____ nature, can have the same meaning _____ everyone. Other color meanings _____ _____ different _____ different cultures. We _____ increase our understanding _____ ourselves and the world around _____ by learning about what colors _____ mean _____ represent.

The importance of subject-specific academic vocabulary

Most people do not realize how much color affects them. It can affect how people think, feel, and act. Some colors, such as those in nature, can have the same meaning for everyone. Other color meanings may be different in different cultures. We can increase our understanding of ourselves and the world around us by learning about what colors can mean or represent.

The importance of subject-specific academic vocabulary



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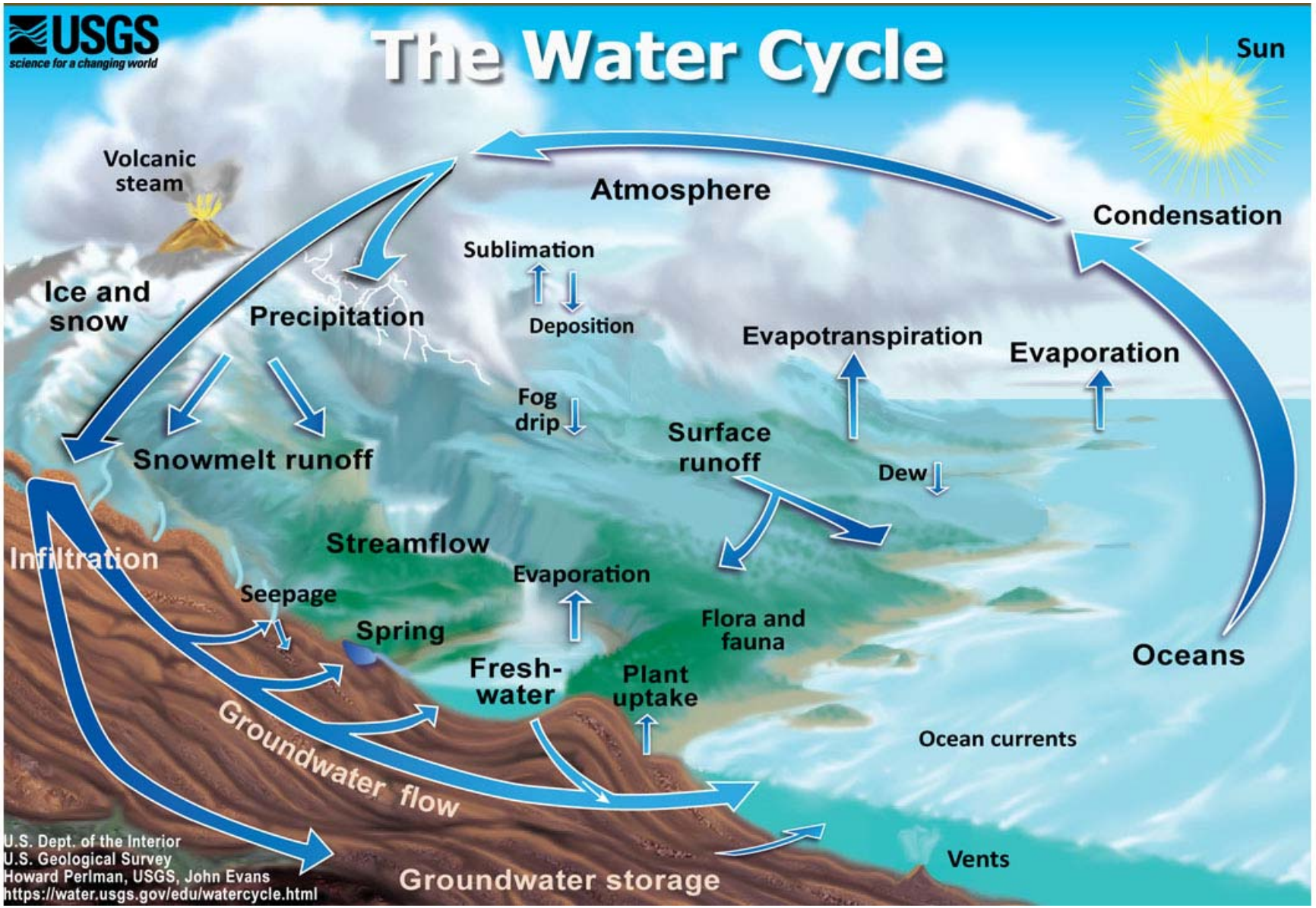
USGS
science for a changing world
The Water Cycle
Sun
Volcanic steam
Atmosphere
Condensation
Sublimation
Deposition
Ice and snow
Precipitation
Evapotranspiration
Evaporation
Fog drip
Surface runoff
Dew
Snowmelt runoff
Infiltration
Streamflow
Evaporation
Seepage
Spring
Flora and fauna
Fresh-water
Plant uptake
Oceans
Groundwater flow
Ocean currents
Vents
Groundwater storage
U.S. Dept. of the Interior
U.S. Geological Survey
Howard Perlman, USGS, John Evans
https://water.usgs.gov/edu/watercycle.html

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Develop tasks to help students understand the content

- Modify the tasks so they are appropriate for your students
  - Activate background knowledge
  - Teach unfamiliar vocabulary words
  - Introduce content via reading, listening, or video
  - Scaffold student understanding with illustrations, graphs, and diagrams
  - Give students opportunities to use the new language

Small group activities

Lab work and individual experiments

Making posters for display

Writing

Sequencing activities

Structuring lessons

- Find source materials
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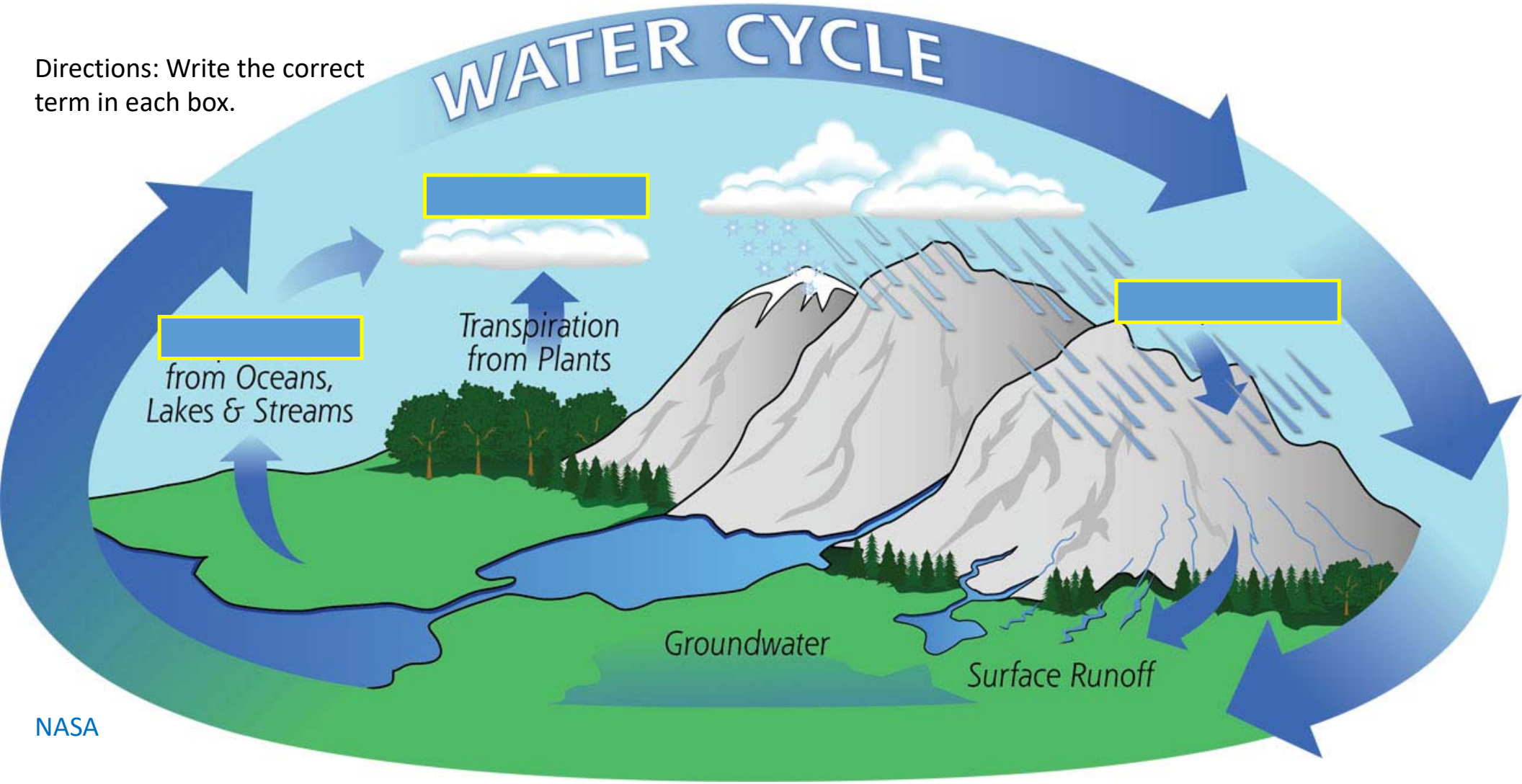
Assessing student work

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

Directions: Write the correct term in each box.



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Writing activities

Oral presentation

Putting it all together

Thank you

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