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Developing A Teachers' Handbook for Content-based Instruction at Brigham Young University's English Language Center

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DEVELOPING A TEACHERS' HANDBOOK FOR CONTENT-BASED INSTRUCTION AT BRIGHAM YOUNG UNIVERSITY'S ENGLISH LANGUAGE CENTER

by

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GRADUATE COMMITTEE APPROVAL

Melinda Hardman

This selected project has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

Date	Norman W. Evans, Chair
Date	Mark W. Tanner
Date	Neil J. Anderson

BRIGHAM YOUNG UNIVERSITY

As chair of the candidate's graduate committee, I have read the selected project of Melinda Hardman in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

Date	Norman W. Evans Chair, Graduate Committee

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ABSTRACT

DEVELOPING A TEACHERS' HANDBOOK FOR CONTENT-BASED INSTRUCTION AT BRIGHAM YOUNG UNIVERSITY'S ENGLISH LANGUAGE CENTER

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In Winter semester of 2005 the English Language Center (ELC) began plans to implement a content-based program for students at its highest proficiency level in order to provide them with more effective preparation for academic studies in English. Since that time, the program has undergone various changes to provide a more stable, cohesive, and responsive curriculum. There is a need, however, for greater teacher support and training. This paper outlines the process I underwent to create a handbook that would provide needed guidance and training for teachers in this program.

This project involved an in-depth needs analysis of teachers and students in the

program. Results from this analysis led to the selection of three basic principles that were used in the design and development of this project: (1) practicality, (2) instructiveness, and (3) sustainability. The resulting project is a binder organized into four tabs: (1) Program Overview, (2) The Basics of Content-based Instruction at the ELC, (3) Challenges and Strategies in CBI, and (4) Additional Resources. This resource was developed using Microsoft Word 2007 and includes a variety of graphics, text boxes and layouts to provide a professional and user-friendly product.

An evaluation of the project based on the responses of three teachers who used the handbook during Winter semester 2009 revealed that it was a useful and needed resource for teaching content-based classes at the ELC. Further piloting is needed to verify these findings. It is recommended that in the future this resource be maintained by the ELC Coordinator assigned to oversee the content courses. As the ELC continues to refine the content curriculum, evaluation and revisions of this handbook should be carried out at regular intervals to ensure its continued relevance and accuracy over time.

ACKNOWLEDGEMENTS

I would like to thank my wonderful and perfect husband for his unfailing support and the many faculty members, students, and teachers who have helped me along the way. I would also like to thank both my own parents and my husband's parents for their frequent encouragement and interest.

Table of Contents

Section 1: Background

My experience with content-based instruction (CBI) at the English Language Center (ELC) at Brigham Young University began in Winter semester of 2007 when I was asked to teach the sociology class that was to be part of the new Social Sciences track. Although the ELC had been working on the content-based curriculum since Winter of 2005 and content classes had been taught for several semesters, this was the first time that the sociology class was being offered.

It was clear from my experience that the CBI program was still undergoing many adjustments. My semester teaching sociology began with an orientation meeting with all of the teachers who were assigned to teach "content classes" that semester. In the meeting, we were given a handout containing a brief overview of the content program, including information about the various tracks offered and what courses were included in each one, and a list of the language goals and objectives for the content courses organized by skills. After a brief discussion of the information contained in the handout and a period of question-asking, we were sent on our way with the assurance that should any questions or concerns arise, we could always come back for further clarification.

Although I had been excited to teach sociology—in part because my undergraduate major had been in one of the social sciences and I found the classes I took to be particularly engaging—I was unprepared for the experience I had when I actually sat down and started to plan out my daily lessons. I had my list of objectives in hand and a mainstream high school-level sociology textbook. The text, however, provided no instruction whatsoever for how I was to use it in a CBI context. I quickly realized that I had no idea what I was doing. I had no idea how to use sociology to meet the demanding and rigorous language objectives

I had been given. In the absence of further guidance, I decided to go with what I knew. The result was that my sociology class that semester more closely resembled what you would expect to find in a mainstream sociology classroom than what you would expect to find in a language class. In other words, a typical class period in my sociology class would involve me leading a discussion of the reading students had done in preparation for class with little or no explicit attention to language forms or features. Notwithstanding, my students seemed content enough and it was a positive experience overall. It was not until the next semester when I was assigned to teach biology—a subject I knew very little about and could not simply lecture on—that I realized that I needed more guidance in how to teach language through content.

Since that time, the CBI program at the ELC has undergone many beneficial changes. One of the main goals of the ELC is to provide a stable, cohesive, and responsive curriculum. The program as a whole is moving in that direction. The objectives for the CBI classes have been clarified and the selected content has been evaluated and adjusted so that in general it is now better suited to language-oriented activities and tasks. However, there is still a need for more attention to be directed towards teacher training and preparation issues. My own experience demonstrates that content-based instruction does not simply work on its own. Teachers need specific guidelines and training in order for successful instruction to take place in a content-based program, particularly one such as the ELC's that primarily relies on less-experienced teachers in order to give them opportunities to develop their teaching skills. With that in mind, I undertook the task of preparing a teachers' handbook for the content program at the ELC.

Section 2: Literature Review

While I could easily write an extensive literature review based on all of the research I did in preparation for this project, the purpose of this paper is not to present a work of scholarly genius but rather to provide the reader with an understanding of the process I went through in order to develop this handbook. Thus, rather than presenting an exhaustive treatment of the literature on content-based instruction, I have chosen to focus on three areas which I feel are particularly relevant to this project: (1) the difficulty in defining CBI, (2) some efforts at clarification, and (3) the implications these present for teacher training and development at the ELC.

The Difficulty of Defining CBI

Brinton, Snow & Wesche (1989) state that content-based instruction, or CBI is "the integration of particular content with language teaching aims" (p. 2). However, beyond such simple statements as this, it is surprisingly difficult to find a clear definition for what content-based instruction is. Met (1999a) explains that "the term *content-based instruction* is commonly used to describe approaches to integrating language and content instruction, but it is not always used in the same way" (para. 2). Others opt to avoid the term altogether. For instance, Krueger and Ryan (1993) prefer the term *discipline-based*; Ballman (1997) uses the term *content-enriched instruction*; and Davison & Williams (2001) refer to it simply as "language and content integration." The relationship between CBI, English for Specific Purposes (ESP) and English for Academic Purposes (EAP) further adds to the confusion. While most agree that CBI is a form of ESP (for example Brinton, Snow, & Wesche 1989; Johns, 1997; Richards & Rodgers, 2001; and Snow, 2001), its relationship with EAP is less clear (Snow, 1998).

To make matters worse, the term "content" is also used differently by different authors. For some, "content" in CBI is synonymous with standard subject-matter topics taught in school, such as math or social studies (see Cantoni-Harvey, 1987; Crandall, 1987; and Crandall & Tucker, 1990, for example). Others view it in terms of its cognitive and intellectual qualities, such as Met (1999b), who suggests that "'content' in content-based programs represents material that is cognitively engaging and demanding for the learner" (p. 150), or Chaput (1993), who defines it as "any topic of intellectual substance which contributes to the students' understanding of language in general, and the target language in particular" (p. 150). Still others suggest that it "need not be academic" at all, but "can include any topic, theme or non-language issue of interest or importance to the learners" (Genesee, 1994, p. 3).

In addition to this confusion over terms, the relative emphasis placed on language and content in different definitions of CBI is problematic. One rationale frequently given for content-based instruction is that language learning is more effective when the focus is taken off explicit language instruction and is instead placed on using language for the purpose of learning content (for instance Brinton, Snow, & Wesche 1989; Leaver & Stryker, 1997; Richards & Rodgers, 2001; Snow, 2001). However some, like Krashen (1984) believe that "comprehensible subject-matter teaching *is* language teaching" (p. 62), while others, such as Swain (1988) claim that "not all content teaching is necessarily good language teaching" (p. 68). Brinton (2003) gives "Draw overt attention to language features" (p. 209) as a specific principle of content-based instruction.

Attempts at Clarification

Perhaps one reason why there seems to be so much diversity in the literature on content-based instruction is because, while some would attempt to demonstrate otherwise

(see Snow, 1991, for example), CBI is not a specific language teaching methodology. According to the Center for Advanced Research on Language Acquisition (CARLA), "CBI is fundamentally a curricular approach or framework, not a method" (n.d., para. 2). In that sense, CBI is like other communicative language teaching approaches. Rather than mandating set procedures, communicative language approaches are more principle-based. Richards & Rodgers (2001) explain, "Because communicative principles can be applied to the teaching of any skill, at any level, and because of the wide variety of classroom activities and exercise types discussed in the literature on Communicative Language Teaching, description of typical classroom procedures used in a lesson based on CLT principles is not feasible" (p. 170). Similarly, content-based instruction has been adapted to a wide range of different settings and purposes. For example, Stoller & Grabe (1997) describe what they see as eight distinct approaches to CBI, including the Center for Applied Linguistics (CAL) Approach, English for Academic Purposes instruction, university-level foreign language CBI, use of discourse knowledge structures, a genre-based approach to K-12 literacy instruction, language immersion programs, Cognitive Academic Language Learning Approach (CALLA), and whole language instruction. Most of the literature, however, focuses on four primary approaches: immersion, sheltered, adjunct and theme-based. For that reason and also out of a desire to keep things simple for my users, I chose to limit my focus to these main prototypes in the handbook I developed.

Several efforts have been made to bring some clarity to this plethora of terms and definitions. Met (1999a) states, "Despite differences in how terms are defined, the diverse characteristics of programs that integrate content and language can be used to determine their position on a continuum that illustrates the relative role of content and language" (para. 4). On the two extremes of Met's continuum are programs that are "content-driven," where

language learning is considered only secondary to content learning, versus "language-driven," where content learning is considered incidental. Institutions that make use of such models as immersion and sheltered instruction, such as elementary and secondary schools are considered content-driven, while institutions like Intensive English Programs that make use of models such as theme-based instruction are considered language driven. Davison & Williams (2001), however, believe that the term theme-based refers to a type of unit within a syllabus rather than a specific language/content emphasis. They therefore believe there is a need "to develop greater discrimination in definitional categories and modes of analysis" (p. 57) and suggest Davison's 1993 framework as a solution to this problem because it "clearly distinguishes between curriculum focus, theoretical model or approach, teaching materials, likely organisational arrangements and teacher roles" (Davison & Williams, 2001, p. 57). Again, while Davison's framework is far more descriptive than Met's and perhaps even more useful, Met's continuum is much more widely known and accepted, and is also much simpler. Thus, I chose to utilize Met's continuum in my handbook rather than Davison's framework.

Implications for Teacher Training and Development at the ELC

The diversity in terms and definitions rampant in the literature on content-based instruction makes it clear that teachers in content-classes at the ELC must be given some guidance before they can be expected to appreciate the particular CBI approach taken at the ELC. Furthermore, while I have avoided overwhelming teachers with an in-depth treatment of content-based instruction in the handbook I have produced, it is imperative that administrators at the ELC take time to understand the various approaches to CBI in more depth and utilize such classification schemes as Met's (1999a) and Davisons' (1993) in order to clearly articulate the purpose and goals of the ELC's content-based program to both

teachers and students. Finally, because CBI is a form of communicative language teaching that can and has been adapted to a variety of instructional settings, the specific characteristics of any CBI program must be defined on a local level so as to be responsive to the needs of the specific students involved, as well as localized conditions such as available faculty and materials.

Section 3: Project Rationale

As my own experience teaching sociology and subsequently biology and economics in the content program at the ELC made clear, content teachers at the ELC often find themselves in a foreign teaching environment where they must essentially learn "on the job." This can be a stressful and demanding task, even for the most experienced teachers, and particularly for teachers who lack extensive teaching experience even in regular L2 classes. The purpose of this project was to develop a handbook that would be used to give new content teachers a better understanding of what that role entails. The intention in developing this handbook was not that it would take the place of other forms of training and teacher support. Rather, it is hoped that this resource will be used in connection with a series of well thought out training sessions and perhaps even serve as a spring-board for their development.

In order to determine the factors that would influence what content needed to be included in this handbook and the appropriate format for that content to take, an extensive needs analysis was conducted. The needs analysis for this project was undertaken as part of a broader curricular project carried out by the Winter 2008 Linguistics 677 class involving major curricular changes to the content-based program at the ELC as a whole, and specifically to the biology and American Heritage courses being taught (see Appendix A). My participation in that analysis involved over 20 hours of observations in a variety of content classes at the ELC; extensive interviews with four content teachers, as well as email communication from others; frequent meetings with ELC administrators; the administration, distribution, and evaluation of a student questionnaire (see Appendix B); a thorough investigation of related ELC documents; and over 215 hours of hands-on classroom

experience teaching the sociology, biology, and economics CBI classes at the ELC over the course of a two-year period. Throughout the evaluation, extensive notes were kept and were later compiled into a single document. This was organized into three main categories: teacher factors, student factors, and institutional factors.

My experience teaching biology was particularly relevant to this analysis because unlike the sociology class I taught initially, biology was a class that I considered to be entirely out of my comfort zone. While I would have preferred to continue teaching sociology, Dr. Evans, my chair, encouraged me to diversify, so to speak, in order to better appreciate the experience a novice CBI instructor was likely to have. My experience teaching biology, in fact, proved to be an invaluable facet of my needs analysis as it provided me with far greater insights into the struggles of content teachers than any amount of interviews and questionnaires could have done.

An in-depth discussion of the findings of the needs analysis for this project can be found in the document compiled by the Winter 2008 Linguistics 677 class entitled "Proposed English Language Center Content Course Curriculum for American Heritage and Biology" (see Barlow et al., 2008). However, for the purposes of this report, it is necessary to boil down the enormous amount of data collected throughout the course of the needs analysis into some more palatable observations. First of all, it seems clear from this analysis that the majority of teachers at the ELC are graduate students with considerable school loads who are typically inexperienced as language teachers. It is also clear that content classes require a lot of preparation time. In addition to the regular preparation tasks required of language teachers (i.e., carefully planning out lesson delivery), content teachers are faced with the task of reading and internalizing the given content, as well as developing or locating supplementary materials to accompany the core content. (Although currently the ELC has

gone to great lengths to develop and provide these resources for teachers in the biology and international studies courses, more work in this area is needed to further develop the remaining content classes, as well as to continually keep all of the classes current and relevant.) Furthermore, because of the integrated-skills component of the content classes, content teachers must frequently develop, administer, and grade appropriate assessments for multiple skill areas (in this case, reading, listening, and speaking) in one class. With the enormous demands that content teachers already experience, it is imperative that these teachers be provided with a resource to help them manage these tasks and equally imperative that this resource be constructed in such a way that it does not simply add one more task to their to-do list.

In addition to bringing to light the work load experienced by content teachers, this analysis also highlighted the need for greater clarity in the CBI curriculum and how it is communicated to teachers and students. For instance, observations of content classes at the ELC revealed considerable diversity in the approaches taken by different content teachers, ranging from an over-emphasis on "meaning" (i.e., classes that more closely resemble regular content classes on campus than language classes) to an over-emphasis on "form" (i.e., using content strictly as a means to identifying patterns and structures in language, with little emphasis on critical thinking or in-depth analysis beyond a superficial level). Such diversity indicates that teachers are not sure what approach is appropriate in their content classes, an observation that was substantiated by teachers' own comments during the interviews I held with them. One teacher commented that because you must use language to access content, language learning should be a natural byproduct of content learning. Another teacher, referring to the curriculum, stated that "it's better but not clear enough."

Evidence of confusion over the appropriate language-content balance was also seen in students' responses to the questionnaire they received from me. When asked what the appropriate language-content balance should be, in terms of a percentage, the majority of students responded that they felt it should be 40 % language and 60 % content. However, discussions with administrators such as James Hartshorn revealed that the ELC's target balance is exactly the opposite (J. Hartshorn, personal communication, approximately February 14, 2008). Furthermore, some students questioned why they did not receive BYU credit for their content classes. Clearly, a resource is needed that articulates the goals and purposes of the ELC content program for teachers so that they, in turn, can communicate these goals to their students.

However, even in cases where teachers seemed to have a clear understanding of the purpose of the content classes, this was not always evident during observations of their classes. Apparently, understanding the purpose of the content classes, while crucial to the success of the program is not enough to guarantee it. In addition to an understanding of the purpose for content classes, teachers need specific guidance in addressing the challenges they will face in teaching in a content-based classroom and resources and modeling for how to develop and actually carry out a content-based lesson plan. Multiple comments were made during interviews that made this clear. For instance, one teacher said that he wished he had a list of 100 different ways to teach listening, speaking, and reading and specifically, how to integrate them. Another teacher explained that she relied heavily on her experience as a reading teacher and that without this prior experience she would not have known how to go about integrating reading instruction into her class. Still another teacher said that she knows she should have a language objective for each lesson, but that she finds it much easier to identify content objectives. Teachers also made comments about the difficulty of

maintaining motivation among students, providing variety in their teaching routines, and developing appropriate assessments. In other words, content teachers need additional support beyond just an understanding of the rationale and purpose for CBI at the ELC.

The final point that should be made relates specifically to the nature of the ELC and the sustainability of the content program. The ELC is a lab school, which means that the ELC's primary purpose is to provide graduate students with teaching experience and BYU faculty and students with opportunities to conduct research in language acquisition and teaching. For this reason, the ELC relies heavily on part-time teachers, with few full-time positions and even fewer permanent positions. As a result, there is high turnover among teachers and administrators. With such high turnover, it is sometimes difficult to maintain continuity. This has in fact made it difficult for the ELC to maintain any kind of cohesive curriculum in the past. Recently, however, there has been a movement to create a more structured environment for both teachers and students at the ELC. This movement, while beneficial in the long run, has created a short-term condition that can sometimes feel like the ground is constantly shifting beneath your feet. One teacher, in fact, commented that because the content classes have a tendency to change every semester, she felt like she never really knew what was expected of her. These and other observations accentuate the need for a handbook that would have the capacity to clearly articulate the aims of the program, provide teachers with needed support, and also withstand the accelerated changes that accompany periods of curricular revision. The ELC's Curriculum Philosophy states:

> Though all effective curricula must embrace some innovation, a *stable* curriculum implements change in a way that is orderly, systematic, and principled.
>
> For a curriculum to change in this manner and to remain viable, it must also be responsive to such factors as student needs, institutional and environmental changes, and

> current research. Without *responsiveness*, a stable curriculum soon stagnates. Finally, a sound curriculum is *cohesive* in that there is internal consistency and continuity between and across the various elements of the curriculum. (p. 2).

Clearly, the ELC desires to develop a stable, cohesive, and responsive curriculum. The development of this handbook as a resource for teachers in the content program is an important step in that direction.

Section 4: Project Development

At the outset of this project, I felt that I should gain a better understanding of how instructional print media are designed and developed. To do this, I enrolled in an instructional print design course offered through the IP&T department. In this course, I learned about basic design principles such as balance, contrast, and alignment, as well how to manipulate graphics and the importance of using complementary fonts and color schemes in order to produce a professional-looking product that effectively communicates with the desired audience. I also learned how to create thumb-nail sketches, using already existing materials such as textbooks and magazines as models, and how to then select promising layouts from among those sketches to further embellish and experiment with.

With a basic understanding of the principles of instructional print design, the next step in designing this handbook was to select an appropriate medium, as the medium would influence the ultimate layout and design. When a teacher is assigned to teach a non-content class at the ELC, such as a listening & speaking class, the teacher may check out a binder, called a Skill Area Binder from the front office which contains useful information such as ELC objectives and policies related to the level and skill they are teaching. Currently however, there is no Skill Area Binder for content teachers. Most teachers assigned to content classes have already had experience using a Skill Area Binder in other classes they have taught at the ELC. In addition, a binder is inexpensive and easy to update. For these reasons, a binder seemed like the ideal medium for my handbook, as it would create cohesion between the content program and other classes taught at the ELC.

Once the medium of delivery was selected, I utilized the results of the needs analysis to identify three main principles that I wanted to incorporate in my handbook. Basically, I wanted it to be (1) practical, (2) instructive, and (3) sustainable.

Practical. There are two ways in which I wanted this handbook to be practical. First, I wanted it to be accessible and easy to read—in other words, I wanted to avoid producing a resource that would be burdensome to teachers. That meant that I needed to produce a handbook that incorporated many modes of communication such as charts, tables, and diagrams, rather than one that would rely heavily of lengthy passages of prose. Second, I wanted it to be need-based. This meant that the materials would be designed around the specific needs of content teachers, which meant that I needed to rely heavily on the data from the needs analysis when determining what content to include.

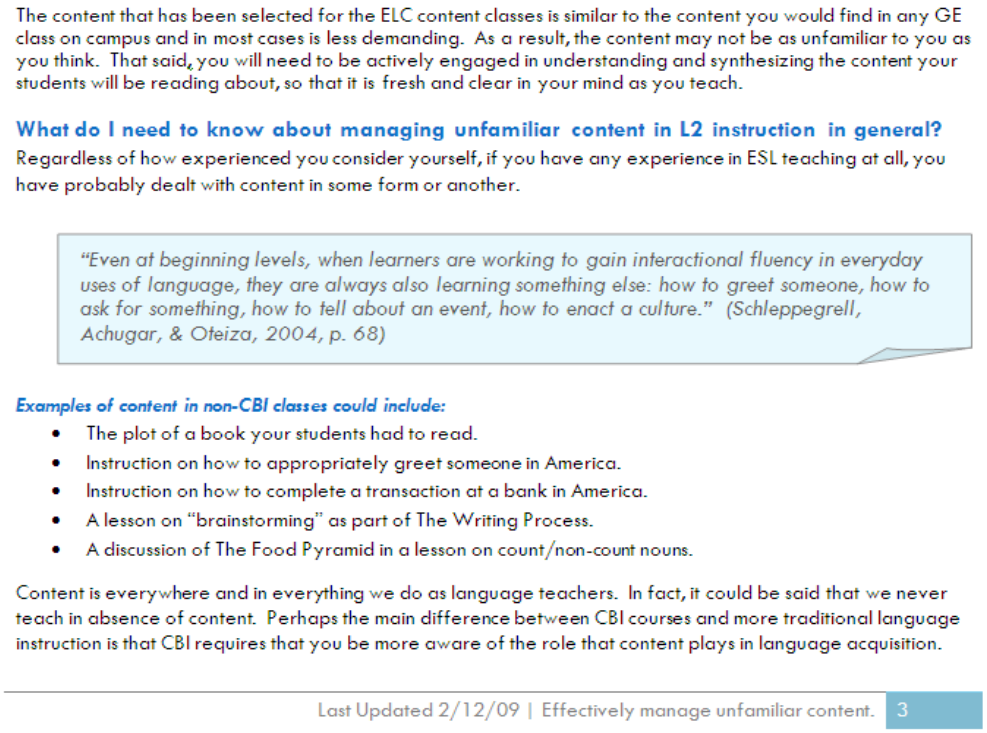
Instructive. While this principle may seem obvious, I did not want to produce a handbook that would simply tell teachers what to do or outline objectives for the course. In this sense, I wanted the handbook to go beyond the current scope of many of the Skill Area Binders available for other courses at the ELC, which are often essentially just lists of policies, procedures, and objectives, with a few added inserts like tips for pronunciation or improving 30-minute essays. Instead, I wanted this handbook to give teachers specific instruction on how to incorporate the principles described into their daily teaching.

Sustainable. As with any development project, I wanted to develop something that would have a long shelf-life. This was particularly important in light of the ELC's high teacher turn over, as well as the current period of transition the ELC is undergoing that was outlined in section 3. My desire to produce a sustainable handbook does not necessarily mean that I anticipate that it will not change over time. In fact, flexibility and adaptability are extremely important in producing something that is sustainable.

With these principles in mind, the next step was to determine what software I should use to develop the handbook. At first I looked at the possibility of using Adobe InDesign or Illustrator, however after spending some time developing a basic understanding of these programs, I decided that they would not be an ideal choice. InDesign in particular was far more powerful than seemed necessary for the purposes of this project and both InDesign and Illustrator have fairly difficult learning curves. In addition, because full-time teachers at the ELC will ultimately have the task of maintaining this handbook, I decided that it would not be wise to produce it using software they might not be familiar with. As a result, I ultimately settled on producing the entire document using Microsoft Word 2007. This presented a nice compromise since Word is fairly universally known in academic settings such as BYU and since Word 2007 in particular offers new features such as pre-developed templates and creative graphics such as SmartArt that provided me with additional tools to work with.

Once I decided to use Word 2007 and identified the overall principles I wanted to encapsulate, I began the process of creating a template for my handbook. Initially I spent some time familiarizing myself with the new features available through Word 2007 in order to get an idea of what the possibilities were. Then I looked at various textbooks and magazines to get ideas of effective layouts and determined that in order to make the handbook easy to read, I should start by dividing it up into small, digestible chunks. I did this by breaking it up into sections that would correspond to tabs in the binder. Each of these sections was then broken down into even smaller sections, each of which would correspond to a specific objective for that section. Once I had divided the handbook into sections, I began looking at ways to make it practical for teachers to read. I utilized several strategies to make this resource more readable. First, I used multiple level headings in order

to break up the sections of prose. In addition, I made frequent use of graphic organizers such as tables and charts to reduce the need for a lot of text. I also balanced sections of text with bullet-point lists and supplemental quotes. All of these things helped create a text-light document that is easy to read and has visual appeal, as can be seen in the excerpt below.



The content that has been selected for the ELC content classes is similar to the content you would find in any GE class on campus and in most cases is less demanding. As a result, the content may not be as unfamiliar to you as you think. That said, you will need to be actively engaged in understanding and synthesizing the content your students will be reading about, so that it is fresh and clear in your mind as you teach.

What do I need to know about managing unfamiliar content in L2 instruction in general?

Regardless of how experienced you consider yourself, if you have any experience in ESL teaching at all, you have probably dealt with content in some form or another.

> *"Even at beginning levels, when learners are working to gain interactional fluency in everyday uses of language, they are always also learning something else: how to greet someone, how to ask for something, how to tell about an event, how to enact a culture." (Schleppegrell, Achugar, & Oteiza, 2004, p. 68)*

Examples of content in non-CBI classes could include:

- The plot of a book your students had to read.
- Instruction on how to appropriately greet someone in America.
- Instruction on how to complete a transaction at a bank in America.
- A lesson on "brainstorming" as part of The Writing Process.
- A discussion of The Food Pyramid in a lesson on count/non-count nouns.

Content is everywhere and in everything we do as language teachers. In fact, it could be said that we never teach in absence of content. Perhaps the main difference between CBI courses and more traditional language instruction is that CBI requires that you be more aware of the role that content plays in language acquisition.

Last Updated 2/12/09 | Effectively manage unfamiliar content. 3

In addition to making my handbook practical by strategically breaking up sections of text to avoid an overly text-heavy document, I also wanted to make it practical by targeting the kinds of things that content teachers really need to know. I did not want teachers to feel like they had to sift through a lot of extraneous information in order to get to the meat. Thus, I needed to have a clear idea of what teachers needed. Much of this information came out of my needs analysis; however, I also did an extensive survey of the literature in order to obtain a broad foundation in what content-based instruction is and the challenges that it entails. The time I spent immersing myself in the literature on CBI proved to be

indispensable to the quality and accuracy of the final product that I produced. It enabled me to speak with authority and to better target the specific needs of teachers.

Besides creating a practical resource for teachers, I also wanted to produce an instructive resource. Understanding the literature on CBI was extremely useful in this aspect as well. As I came to understand CBI better myself, I was able to develop a logical sequence for presenting the information in my handbook in order to maximize its instructive value. The four tabs I included are summarized briefly below.

Tab 1: Program overview. This first tab is more administrative in nature. It gives an overview of the aims and objectives of the content program at the ELC.

Tab 2: Understanding content-based instruction at the English Language Center. This tab contains three main sections. The purpose of the first section is to help teachers understand the historical, theoretical, and pedagogical context for CBI. The next section outlines some of the main rationales for using CBI at the ELC. And the final section introduces key vocabulary and helps teachers relate the ELC's content-based program to the broader CBI framework.

Tab 3: Common challenges in content-based instruction. Once teachers have a basic understanding of what CBI is and where the ELC's program fits within the spectrum, they are then prepared to understand some of the basic challenges they will face as content teachers. There are four main challenges addressed in this tab: (1) managing unfamiliar content, (2) balancing language and content, (3) teaching in an integrated-skills environment, and (4) avoiding assessment pitfalls. While the previous two tabs were more informational in nature, I wanted this tab to be the most instructional. To do this, I used a textbook-like layout, starting each section with the main objective for that section, as well as some preview questions, as can be seen in the following excerpt.

Common Challenges in CBI Section 2

2. Appropriately balance language and content.

Preview Questions:

> *What do you see as your main focus in teaching a content-based class?*
> *What kinds of activities do you see your students engaging in, in your content class?*
> *What concerns do you have about what to focus on in your content class?*

After outlining the main objective and preview questions, I then provided a brief introduction to the highlighted challenge for that section, as shown below.

What is an appropriate balance between language and content?

Many teachers teaching content classes for the first time are unsure about what their main focus should be in their classroom. Much of this concern centers on the language/content balance. Many teachers may ask, "What is an appropriate balance between language and content? I'm not a content teacher, but on the other hand, I'm not a traditional language teacher either. Where does that leave me?" The answer, however, depends on the characteristics of the particular program, because there are many different kinds of CBI programs and each will have its own ideal language/content balance.

> *"The integration of language and content instruction has been a growing phenomenon in the language field since the early 1980s. Programs, models, and approaches have proliferated at all levels of instruction, from elementary schools through postsecondary levels…All of the programs, models, and approaches that integrate language and content share a common phenomenon: students engage in some way with content using a non-native language." (Met 1999, para.1)*

Because the ELC is a non-credit bearing language-driven program, the accountability and instruction should focus more heavily on language than on content. In numerical terms, the ELC would like the content classes to be about 60% language focused and 40% content focused.

Next, I presented information connecting CBI with more traditional approaches to language instruction in order to help teachers transfer the skills they have already acquired in their other L2 classes into their CBI teaching.

What do I need to know about balancing language and content in L2 instruction in general?

Although language teachers encounter content in every teaching setting, it is usually clear that the content is there for the purpose of supporting language acquisition. Thus, non-CBI teachers don't often find themselves asking the question, *how do I balance the demands of both language and content?* However, if we look at a focus on ***language*** as synonymous with focusing on ***form*** (rules and patterns that govern the language) and a focus on ***content*** as synonymous with focusing on ***meaning*** (overall comprehension and meaningful usage), it might be a little clearer what we are talking about. It is not the case that we're either *doing language* or we're *doing content*. We are always doing both. However, sometimes we are focusing more on the *form* the language takes and at other time we are focusing more on the *meaning* that is being expressed by it. Both are important, regardless of the instructional approach used. In that sense, all language teachers are balancing "language" and "content" and can benefit from reflecting on it.

After that, I introduced some important aspects specific to CBI that teachers should keep in mind.

What do I need to know about balancing language and content in CBI settings?

The first thing you need to know about balancing language and content in CBI settings is what kind of balance the particular program you are working in is expecting. To help establish what the appropriate balance should be at the ELC, it is helpful to use the language-content continuum mentioned previously in this handbook.

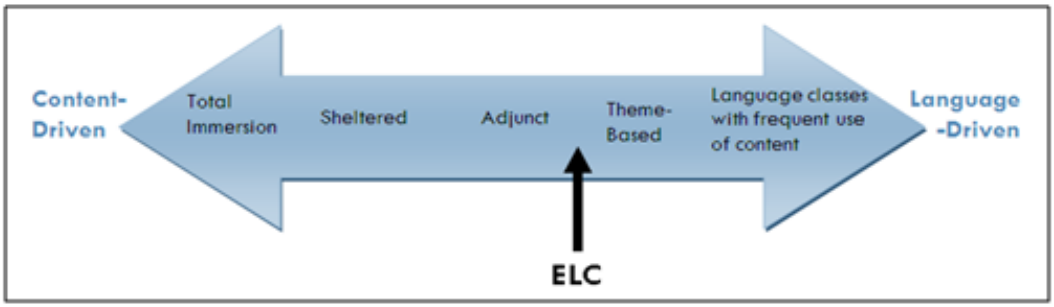


Figure 1: Adapted from Met (1999, A continuum of language/content integration section, para. 1)

Based on this continuum, you can see that the ELC is on the language-driven end; however, it's not on the extreme language-driven end where content learning is considered entirely incidental. Instead, the ELC adopts an approach similar to what Brinton (2003) refers to as **sustained content language teaching** or SCLT.

And finally, I ended each section with several bulleted lists of strategies that teachers can use to apply the principles from that section into their teaching.

What strategies can I use to appropriately balance language and content?

Strategies for making input comprehensible:

- Provide scaffolding to help students to accomplish tasks and understand content.
- Frequently use graphic organizers and other visual aids.
- Activate background knowledge.
- Preview difficult vocabulary with students before having them read or listen.
- Give instructions orally and in writing.
- Maintain some predictable regularity in your teaching.
- Use the same content for multiple activities.
- Model desirable results to student.

Tab 4: Additional resources. The final tab lists various resources that teachers can use to help expand their understanding of CBI, as well as to find specific teaching ideas for listening, speaking, reading, and instructional strategies in general.

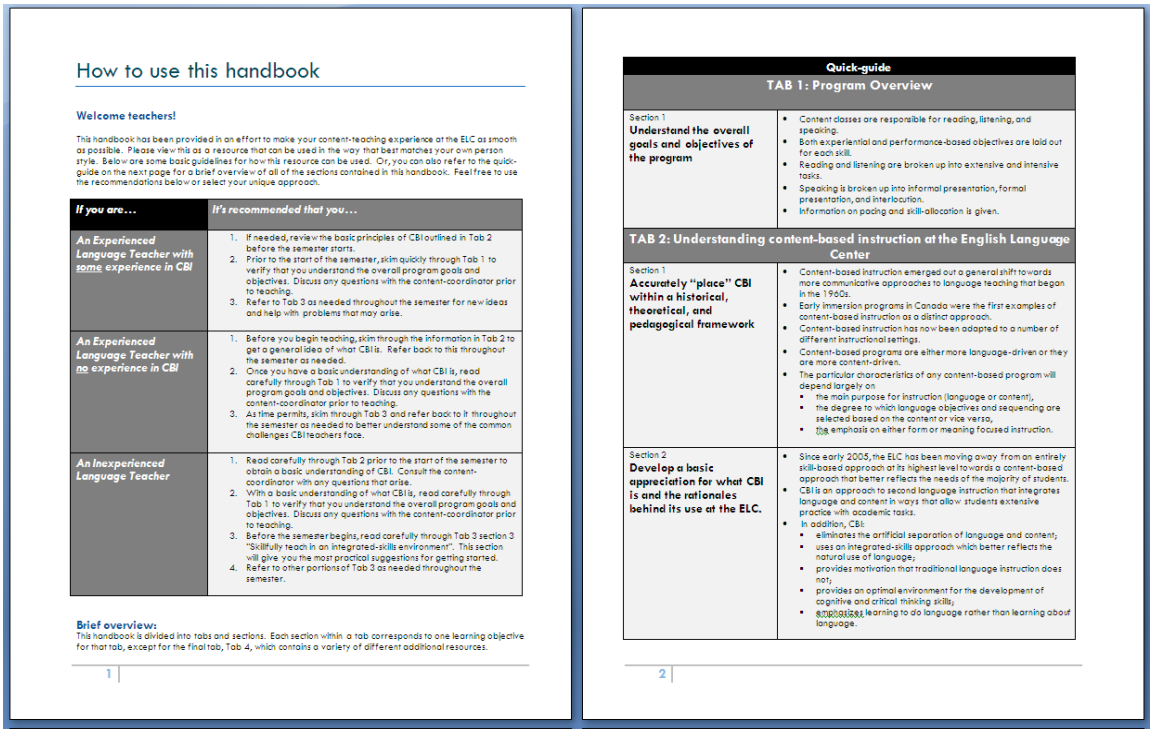
The final design principle I wanted to incorporate into this handbook was sustainability. Because of the shifting nature of a lab school like the ELC that was outlined in section 3, a resource like this has the potential to provide needed cohesion and stability, but it must also be responsive to change. Using a binder as the medium of delivery was an important step in this direction because a binder is inexpensive and easily adapted over time. However, working with any document containing a detailed layout can be a difficult task. For this reason, I was careful when selecting the content for each section to choose material I felt would have a decent shelf-life in order to limit the need for extensive adjustments in the future. I avoided being too specific when addressing areas such as assessment that are still somewhat vaguely defined within the curriculum. In addition, I limited the main materials that I feel *are* highly likely to require updating in the future—the general policies and objectives, as well as the additional resources—to two sections of the handbook: the Program Overview tab and the Additional Resources tab. For this reason, I kept the layout for these sections much simpler and easier to work with than the other sections. To further facilitate sustainability, I will provide the content coordinator with both PDF and editable files of the handbook and will provide instructions on how best to handle future revisions.

Section 5: Evaluation

The evaluation of this handbook took place in two phases. The purpose of the initial evaluation period was to gain feedback from a broad range of people. For that reason, the first phase involved distributing a complete draft of the handbook to three categories of individuals: (1) members of my MA committee, (2) teachers with no experience with CBI, and (3) teachers with significant experience with CBI. Each of these individuals received a hard copy of the entire document and a questionnaire (see Appendix C) asking them to rate the handbook in terms of how user-friendly, cohesive, instructive, text-light, and comprehensive they felt it was. In an effort to avoid over-burdening anyone, I gave them multiple options for providing their feedback. They were informed that they could meet with me in person, email me, fill-out the questionnaire and place it in my box, write notes on their hard copy and place it in my box, or complete any combination of the above options. In the end, most opted to fill-out the questionnaire and make notes on their hard copies and place both of these in my box.

During this initial evaluation phase I was able to receive feedback from two of my committee members, two inexperienced teachers, and three experienced teachers. The main feedback I received from these individuals was to tighten up text (i.e. make it less wordy and therefore more text-light), work on editing issues such as typos, and increase readability/usability by adding features that would give teachers a better sense for the purpose of each section and how to navigate through the handbook. As a result of this feedback, I deleted any redundancies I found, worked to use more concise language in places that were overly wordy, and cleaned up multiple typos. The main alteration, however, involved adding a new section entitled "How to use this handbook" that now appears at the

beginning of the handbook before the first tab. This section, a segment of which is shown below, is the first thing that a teacher will see when they open the binder and gives them direction in how to go about using this resource.



How to use this handbook

Welcome teachers!

This handbook has been provided in an effort to make your content-teaching experience at the ELC as smooth as possible. Please view this as a resource that can be used in the way that best matches your own person style. Below are some basic guidelines for how this resource can be used. Or, you can also refer to the quick-guide on the next page for a brief overview of all of the sections contained in this handbook. Feel free to use the recommendations below or select your unique approach.

If you are…	*It's recommended that you…*
An Experienced Language Teacher with some experience in CBI	1. If needed, review the basic principles of CBI outlined in Tab 2 before the semester starts. 2. Prior to the start of the semester, skim quickly through Tab 1 to verify that you understand the overall program goals and objectives. Discuss any questions with the content-coordinator prior to teaching. 3. Refer to Tab 3 as needed throughout the semester for new ideas and help with problems that may arise.
An Experienced Language Teacher with no experience in CBI	1. Before you begin teaching, skim through the information in Tab 2 to get a general idea of what CBI is. Refer back to this throughout the semester as needed. 2. Once you have a basic understanding of what CBI is, read carefully through Tab 1 to verify that you understand the overall program goals and objectives. Discuss any questions with the content-coordinator prior to teaching. 3. As time permits, skim through Tab 3 and refer back to it throughout the semester as needed to better understand some of the common challenges CBI teachers face.
An Inexperienced Language Teacher	1. Read carefully through Tab 2 prior to the start of the semester to obtain a basic understanding of CBI. Consult the content-coordinator with any questions that arise. 2. With a basic understanding of what CBI is, read carefully through Tab 1 to verify that you understand the overall program goals and objectives. Discuss any questions with the content-coordinator prior to teaching. 3. Before the semester begins, read carefully through Tab 3 section 3 "Skillfully teach in an integrated-skills environment". This section will give you the most practical suggestions for getting started. 4. Refer to other portions of Tab 3 as needed throughout the semester.

Brief overview:
This handbook is divided into tabs and sections. Each section within a tab corresponds to one learning objective for that tab, except for the final tab, Tab 4, which contains a variety of different additional resources.

1

Quick-guide

TAB 1: Program Overview

Section 1 **Understand the overall goals and objectives of the program**	• Content classes are responsible for reading, listening, and speaking. • Both experiential and performance-based objectives are laid out for each skill. • Reading and listening are broken up into extensive and intensive tasks. • Speaking is broken up into informal presentation, formal presentation, and interlocution. • Information on pacing and skill-allocation is given.

TAB 2: Understanding content-based instruction at the English Language Center

Section 1 **Accurately "place" CBI within a historical, theoretical, and pedagogical framework**	• Content-based instruction emerged out a general shift towards more communicative approaches to language teaching that began in the 1960s. • Early immersion programs in Canada were the first examples of content-based instruction as a distinct approach. • Content-based instruction has now been adapted to a number of different instructional settings. • Content-based programs are either more language-driven or they are more content-driven. • The particular characteristics of any content-based program will depend largely on ▪ the main purpose for instruction (language or content), ▪ the degree to which language objectives and sequencing are selected based on the content or vice versa, ▪ the emphasis on either form or meaning focused instruction.
Section 2 **Develop a basic appreciation for what CBI is and the rationales behind its use at the ELC.**	• Since early 2005, the ELC has been moving away from an entirely skill-based approach at its highest level towards a content-based approach that better reflects the needs of the majority of students. • CBI is an approach to second language instruction that integrates language and content in ways that allow students extensive practice with academic tasks. • In addition, CBI: ▪ eliminates the artificial separation of language and content; ▪ uses an integrated-skills approach which better reflects the natural use of language; ▪ provides motivation that traditional language instruction does not; ▪ provides an optimal environment for the development of cognitive and critical thinking skills; ▪ emphasizes learning to do language rather than learning about language.

2

As shown above, this section begins by giving a brief introduction to the handbook and then lays out three specific recommended approaches to using it depending on the level of experience you have as a teacher—the idea being that different types of teachers will have different needs. For instance, if you were an experienced language teacher with *some* experience in CBI, you would follow the steps in the following chart.

If you are…	*It's recommended that you…*
An Experienced Language Teacher with <u>some</u> experience in CBI	1. If needed, review the basic principles of CBI outlined in Tab 2 before the semester starts. 2. Prior to the start of the semester, skim quickly through Tab 1 to verify that you understand the overall program goals and objectives. Discuss any questions with the content-coordinator prior to teaching. 3. Refer to Tab 3 as needed throughout the semester for new ideas and help with problems that may arise.

In addition, this section contains a detailed table of contents containing bulleted lists outlining the main concepts covered in each tab and each section within that tab. This table of contents is intended to serve as a resource for teachers who do not have time to read through an entire tab all at once. Using the table of contents, a teacher can scan through the contents of the binder quickly and identify possible areas to read in more depth. The following shows an example of how one section of this table is outlined.

TAB 2: Understanding content-based instruction at the English Language Center	
Section 1 **Accurately "place" CBI within a historical, theoretical, and pedagogical framework**	• Content-based instruction emerged out a general shift towards more communicative approaches to language teaching that began in the 1960s. • Early immersion programs in Canada were the first examples of content-based instruction as a distinct approach. • Content-based instruction has now been adapted to a number of different instructional settings. • Content-based programs are either more language-driven or they are more content-driven. • The particular characteristics of any content-based program will depend largely on ▪ the main purpose for instruction (language or content), ▪ the degree to which language objectives and sequencing are selected based on the content or vice versa, ▪ the emphasis on either form or meaning focused instruction.

The second phase of my evaluation involved a limited four-week pilot study with three Linguistics 579 student teachers assigned to teach in content classes during Winter semester 2009. As student teachers, they were paired up with experienced CBI teachers and were only responsible to observe for the first week and then to teach limited portions of the lesson each day during the following two weeks. During the last week of the pilot, however, they were more or less responsible for teaching the entire lesson each day. Each of them lacked significant experience in L2 teaching in general, and none of them had prior experience with CBI. Each was given a hard copy of the handbook at the outset of her

teaching experience. At that time, I explained the idea behind the binder—that it was intended to be a handbook for teaching content classes—and that they were welcome to use it in whatever way they felt would best help them with their teaching. I explained that at the conclusion of the four-week period, I wanted to take some time to talk to them about their experience. I also told them that they were free to write notes in the pages of the handbook in order to remember impressions that they had as they went through it. I did not want to mandate a certain approach to using the handbook because part of what I wanted to discover is what approach teachers would naturally choose to take when given such a resource. I did, however, point out the "How to use this Handbook" section right inside the front cover.

At the conclusion of the four-week period, I held a focus group in order to discuss their experiences with both the content class and the teachers' handbook (see Appendix D for a list of questions asked). Unfortunately, one of the piloting teachers was unable to attend the focus group due to extenuating circumstances; however, I was later able to receive her feedback in an over-the-phone interview.

Overall, the feedback I received was very positive. All three teachers felt that having a handbook to refer to was very helpful. One teacher stated that at the outset she had felt "really overwhelmed" because she had never had any experience observing or teaching in a content-based class. She said that the only thing she knew about CBI at the time was that it involved integrating skills rather than teaching a single skill-area in isolation. She said that being able to refer to the teachers' handbook "helped to reassure" her that she was developing her lesson plans in a way that was consistent with the expectations of the ELC. Initially, content-concerns seemed to be the main concerns teachers had. However, as the teachers gained experience with their students and became more comfortable in the

classroom, they began to think more about the difficulties of balancing language and content and planning dynamic and interesting activities. All of them said that as they read through the handbook, they felt that they gained a lot of clarity in those areas. One teacher said that prior to using this handbook she had not realized that the content classes were intended to be more language-based than content-focused.

Some of the features these teachers liked most were the user guide at the beginning, the chart outlining sample week layouts, the language/content continuum, the lists of useful websites in the last tab, and the bulleted lists of strategies at the end of the "Challenges" sections. As far as the layout and appearance, some of the comments teachers made were "I really like the way the whole thing is set up, even graphically, because I think it reads like a textbook. It just really looks familiar and I thought, I can handle this because it looks like a textbook. It's like a textbook for the teacher"; "I thought this is amazing…I think it looks really professional"; and "I thought it was user-friendly and very usable."

All three teachers felt that the handbook was comprehensive but not excessive. One teacher specifically commented that she felt that the order was very logical because as she read through the second tab, she said many questions came to mind, but they were all answered when she moved on to the third tab.

Another teacher, when asked if the handbook contained anything unnecessary that would make it overly burdensome, commented, "I don't think it's too much, because, you know when you look at it, it's not that much. I think it's very manageable."

Unlike non-student-teachers, these teachers went into their teaching experience knowing that they would have an experienced teacher accompanying them at all times. All of them stated that they would have made more extensive use of the handbook had they not had that safety net to rely on. When asked about their ideal training or teacher preparation

for teaching a content class, they all mentioned that some kind of in-person training in addition to the handbook would be helpful. One teacher suggested a training session that would involve using the handbook to respond to specific scenarios, such as "You have just been assigned to teach biology and you don't know anything about it. You're worried about how you're going to teach content that you don't know. What can you do?" Another teacher suggested participating in some kind of mock lessons where the teachers-in-training could act as students while observing a more experienced teacher teaching a lesson. All of the teachers felt that whether through incorporation with some kind of training, or by some other means, that there should be some kind of accountability in how this handbook is used to ensure that teachers are in fact taking advantage of it. One student teacher summed it up by saying, "This is great and I hope that people won't just forget about it and have it sit on their bookshelves."

When asked if anything needed to be added, the only comment I received was that it would be helpful to have information specific to the content-area being taught, such as biology. Another teacher commented that it might be useful to change the title of the third tab from "Challenges in CBI" to "Challenges and Strategies in CBI" in order to make it more clear to users that this section includes many useful strategies for dealing with the challenges.

While this pilot certainly had limitations—particularly the short duration and the fact that the piloting teachers were not entirely representative of the target audience inasmuch as they were simultaneously making extensive use of their more experienced team-teachers—the overall feeling was that this resource is useful, well-designed, readable, manageable, and beneficial. Teachers assigned to teach content classes at the ELC in the future will benefit from having the handbook available to them.

Section 6: Recommendations and Conclusions

Recommendations

My goal in developing this handbook was to provide content teachers at the ELC with a resource that would be practical, instructive, and sustainable in order to help clarify the aims and purposes of the ELC content program and to address the unique challenges that content teachers face. Through a lengthy process of analyzing teachers' needs, performing an extensive review of the literature on CBI, and countless hours working and reworking the layout and content, I have produced a resource that will serve as both a useful and beneficial tool for teachers, as well as a document carefully articulating the ELC's specific approach to CBI (to view the complete handbook, see Appendix E).

In addition to assisting content teachers, this handbook can now be used by administrators and curriculum developers who will have the responsibility of refining and overseeing the content curriculum at the ELC in the future. Through careful planning and attention to detail throughout the analysis, design, and evaluation process, the handbook I have developed reflects the desired design principles of practicality, instructiveness, and sustainability.

However, even the best projects can be improved. Coming to the end of a project is in a sense like passing off the torch to the next runner. I, therefore, offer the following recommendations for how the ELC can further improve this handbook, organized around my three principles of practicality, instructiveness, and sustainability.

Practicality. The pilot that was performed in connection with this project was insightful, but also had some weaknesses, the primary weakness being the fact that the teachers who piloted the handbook were only team teaching the classes they were assigned to and therefore were not entirely representative of typical teachers who must teach their

class solo. For this reason, it is recommended that the ELC perform an additional pilot study using several regularly hired content teachers in the Fall of 2009 which would be organized and facilitated by the content coordinator. This pilot study would help to further determine how practical and usable teachers find this resource to be when they do not have a more experienced teacher available to rely heavily upon. Specifically, it would be important to look at how this resource is used when it is in the hands of teachers and whether it would best be made available in hard-copies that could be checked out for an entire semester, as a PDF file that could be either downloaded from the ELC webpage or e-mailed to new teachers, or a combination of the two.

In addition to conducting a further pilot study, another recommendation for making this resource more practical is to provide an additional tab, or perhaps an entirely separate binder devoted exclusively to the content-areas teachers have been assigned to. For instance, for the biology class a teacher would be able to go to this tab to find summaries and overviews of the main content students will encounter, in addition to lists of the topics that might be most appropriate for the various language objectives such as defending an opinion or describing a process. In addition, this section could include lists of content-specific books, videos, and websites that teachers could go to in order to find supplementary resources and to improve their own understanding of the content.

Instructiveness. Based on comments from the various teachers who either piloted or reviewed this handbook, the initial indication is that some form of accountability would be very important for ensuring that teachers actually make use of this resource. Because ELC teachers have a variety of different levels of experience and background knowledge, simply mandating that teachers read the handbook from cover-to-cover would not adequately

satisfy the need for accountability and would unnecessarily burden teachers who do not require as much support. In addition, many of the concepts and principles presented in this handbook will take on greater meaning for teachers as they actually begin teaching and find themselves in the situations discussed. Thus, instead of simply mandating that teachers read this handbook, incorporating it into some form of structured in-person training would give teachers incentive to utilize the materials in order to be prepared for the training session, and would provide teachers with opportunities to practice implementing the principles discussed and receive immediate feedback from more experienced teachers. Thus, coupling this resource with a structured training regimen would improve the instructiveness of this resource by further clarifying the concepts it contains and holding teachers accountable.

Sustainability. Perhaps the most important factor in the sustainability of this resource is the need for constant oversight and systematic evaluation. For this reason, it is extremely important that one of the full-time faculty members be given the responsibility of ensuring that this resource remains current and relevant. There are several things that can help facilitate this. For one thing, at the end of every semester the coordinator who is over the content classes should request feedback from the current content teachers. This could be done by providing teachers with a brief questionnaire to be turned in along with their final grades, holding some form of debriefing session at the end of the semester either individually or as a group, or simply sending out an email requesting teachers' feedback.

Furthermore, since many teachers work hard to develop new resources to use in their teaching each semester, the coordinator should seek to gather together these new ideas for activities and resources from teachers so that the Additional Resources section can be continually expanded. Without a full-time teacher taking an active role to coordinate these

efforts, many new ideas and insights will be lost. Furthermore, as the ELC continues to refine and adjust the curriculum, it will be important for the content-coordinator to undertake the necessary revisions of the information and policies contained in the binder to ensure that they are current.

In addition to the efforts of the content coordinator at the ELC, the sustainability of this resource can be further ensured by strategically implementing it as part of the broader teacher preparation curriculum in the Linguistics Department. The department should consider using this handbook as a training tool in the newly developed Linguistics 610, 611, and 612 courses and further consider how future plans for utilizing video cataloguing (using a system of tags to identify various elements in a video-taped lesson) in teacher training throughout the TESOL program could benefit from the use of this handbook.

Conclusions

Developing a teachers' handbook for content-based instruction at the ELC was a challenging and rewarding project for me. Often I felt like I was trying to hit a moving target. Developing a handbook from scratch was an enormous task. I learned that despite the seemingly linear nature of models such as ADDIE (analysis, design, development, implementation, and evaluation), real materials development involves a lot of backtracking and side-stepping. From the initial stages when I was carrying out the needs analysis, to the preliminary design stages when I was considering the layout and organization, to the final stages where I was actually putting it all down on paper, I was continually revising, re-thinking, and re-working things in my efforts to achieve the end product that I desired. I learned that revisions can be endless. But, as one of my professors once pointed out, "there are two kinds of master's projects: perfect ones and finished ones." Sometimes wrapping

things up and feeling like you have really achieved an appropriate level of completion is the hardest part of a project like this. Ultimately, however, the end does come and the product is produced. And hopefully, the developer is left with an appropriate sense of closure.

For me, the real sense of closure came when I was unexpectedly given the opportunity to teach economics again after a one-year hiatus from teaching content classes. By taking a break from teaching content classes, I was able to focus on the principles of content-based instruction that are important in the ELC's program and how best to implement and communicate these principles to others. Then, just as the handbook was finally approaching completion, the opportunity to teach economics once more allowed me to really put my newfound knowledge into practice. This unexpected experience has perhaps been the most satisfying for me because it allowed me to look back and compare my recent experience teaching economics with my experience in the past. From this I have been able to see the development I have gone through as a teacher in the process of putting together this handbook. I anticipate that other teachers will also be able to see how this resource can help them to become more effective and confident teachers at the ELC.

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Appendix A: Needs Analysis Data

Learner Factors/Needs

Source	Factors/Needs
ELC Curriculum Philosophy document	• Large majority of students come to the ELC to become proficient enough in English to attend an American University as graduate or undergraduate students • Other students come to learn English for professional endeavors • Students at the ELC range from novice-mid to advanced-low • Main countries represented at the ELC are: Korea, Mexico, Taiwan, Japan, Peru, and Mongolia • Main language is Spanish • Students range in age from 17-50 with majority between 17 and 15 • Approx 66 % are LDS • Less than 1.5 % of students complete all 5 levels • Average duration at ELC is 2.75 semesters, excluding vacations and medical leave • Many students will repeat levels during their time at the ELC • The majority of ELC students are in levels 4 & 5
Discussions with on-campus American Heritage & Bio Depts	• Students struggle with note-taking (have a hard time taking notes in class discussions, only write down what is on the PowerPoint, don't write down examples) • Students have a lot of trouble with vocabulary • Students are uncomfortable asking questions in large-group sections
	Bio: • Biggest problems: reading, listening and writing • Biggest issues: understanding lectures (whole new vocab), understanding exams, and writing papers • Feels that the TA should meet with them for one hour a week for more individualized tutoring and have them turn in rough draft for their paper, sometimes they can take exams in her office • Vocabulary!!! Scientific terms are not in their dictionaries, they must rely on context • Themes: Organic molecules, Lipids, proteins, nucleotides and nucleic acid, eukaryotic v. prokaryotic, autotrophic cells v. heterotrophic cells, photosynthesis, mitosis and meiosis* • **Textbook: most students don't read the text because the lecture is hard enough** • Students do comparable on test-scores with native speakers All tests are multiple choice, no longer have a group paper, they write an individual paper 1-3 pages single-spaced
	A.H: • Content problems (could be true for natives too): tri-discipline, not just a history class, students have a general understanding but not a mastery, which makes it difficult to apply concepts (which is what the tests are on), fear that American students have a leg-up on them which limits them

	(affective barriers), lack of cultural background (some don't even know George Washington) • Skill area problems: Reading—study skills, don't know how to study, they can regurgitate it but can't apply it, perhaps because they're freshman and haven't learned this yet; don't read directions on the test correctly; says they don't read the text more slowly but that their rate is slower because of vocabulary; often at the beginning of international lab section students often start out with vocab questions from the text. Writing—**they don't end up writing opinion papers, it's just compare and contrast,** says it's because they don't understand the content. Plagiarism is a problem, (goes back to the paraphrasing skill, also SYNTHESIS) • Listening: vocabulary and speed cause comprehension problems in lecture, they dwell on words they don't know, knowing what to take notes on and speed (note-taking speed) is a problem. They don't feel comfortable asking for clarification. They only write down facts, not examples and applications. Professor's lecture style is laid back and students interpret things as unimportant as a result • Speaking: Vocabulary, speed (too slow), accent, grammar • Tests are multiple-choice, matching, fill in the blank and essay • Quizzes every time they meet with their lab • International students usually don't go to the lab • Write 2 to 3 papers, each two pages, currently they're all opinion papers • Service: 10 hours in the semester, write 1 page summary of what they did Major content areas: rule of law. Comparative advantage; free market economics, supply and demand; Constitutional convention, judicial review, civil war and slavery, civil rights, current events, memory sickness? Human nature
Teacher interview	• Students wish they could do more presentations, they really like them
Previous ELC-students who are currently at BYU	• 2/3 students ranked their preparation for BYU as average or low, 1/3 ranked it as good (4/5). • Student comments: ELC should give BYU credit, topics in biology too much like HS, should talk about more specific topics in A.H., need more grammar, should use the same textbook as on-campus, wish classes were more active so students can have a desire to study, need more vocabulary, want more visits to campus.
Personal observations of the demands of a university education	• Reading and lectures are primary language requirements in GE classes • Classes require synthesis of information from different modalities and sources • Speaking is not as important in GE classes, much more important in major and graduate level classes. • Note taking is a crucial aspect of most GE classes.
Published research on the demands of a university education	• Murphy (1996): reading and listening instruction should be integrated; students should read in preparation to listen and then synthesize.
ELC Teachers' observations	• Level 5 students lack motivation. • Level 5 students are concerned about passing the TOEFL.

	• Students do not know what resources are available to them at BYU.
Our observations of content classes we've observed at the ELC	▪ Significant amounts of variation between classes ▪ Little emphasis on explicit instruction on genres in current speaking objectives ▪ No explicit TOEFL prep or mention of TOEFL ▪ A lot of "walking them through the content" ▪ A lot of student presentations but little specific tasks related to them or instruction and feedback on what teacher is expecting ▪ Motivation lacking in general ▪ Not a lot of explicit language feedback or error correction (though there seems to be content correction at times) ▪ Little if any effort to connect students to the broader campus culture or help them see how content classes will prepare them for it (with a few exceptions) ▪ Attention Span—this goes to materials such as videos. Videos that are too long put students to sleep, even when they are supposed to take notes. Need more variety of activities or shorter videos. ▪ Need explicit instruction on strategies and especially note-taking. I only saw explicit instructions on note-taking in one class. I saw strategies addressed only in one other class. I really think the students need this to be addressed again and again. ▪ Many students do not seem to complete their homework, such as study guides in certain classes. Is this because of too much reading to do, or lack of motivation? I have heard students complain about the amount of reading that they do. Or the format of the study guides may need to be changed (I have not seen the study guides, so I don't know).
Our impressions	• Need more integration of writing and reading
Questionnaires of Current Bio/A.H. ELC Students	• Textbook: Most students report that they like the textbook (insert number) • A.H. text seems harder for students to comprehend (insert number) • Students feel overwhelmed with the amount of reading (may not have been in the questionnaire). • Content/Language balance: A.H. 7/10 feel there's more content than language and 3/10 feel there's more language, Bio said 8/10 felt there's more content than language. • Students felt balance should be: 6/10 said 60% content and 40 % language, 2/10 think there should be more language than content 60 % language and 40 % content, 2/10 think there should be 50/50 • Students said they don't like reading quizzes, forces them to memorize, said that if teachers just want to know if they're reading, use free-writing • Want more activities, not just discussions, more application real life • "More quality not quantity" • Observe real college classes

Teacher Factors/Needs

Source	Factors/Needs
ELC Curriculum Philosophy pamphlet	• The majority (84 %) of classes at the ELC are taught by part-time faculty. • "The majority of ELC teachers have levels of TESOL training but limited classroom experience." (p. 12) • "The average teaching experience for a faculty member at the ELC is only two to three semesters." (p. 12) • "Part-time faculty includes MA and TESOL graduate certificate students and community teachers." p.12) • A little more than half of part-time teachers are current BYU graduate students
ELC policies	• Teachers are paid for one hour of preparation for every hour they teach.
Interviews with current content teachers at the ELC	• Some teachers spend more than 2 hours a night looking for/creating materials for content classes they teach Teachers need... • Suggestions on how to teach specific skills (listening, speaking, reading, vocabulary, pronunciation) • Assessment guidelines, perhaps sample tests • List of 100 different strategies students can use and how to teach them in the content class • Suggestions on how to integrate skills • Materials binder with specific activities • Clear list of objectives • Variety of note-taking skills/techniques to teach students (says students really struggle with taking notes) • Variety of study skills to teach students (particularly time-management--she feels this is a really big thing) • Perhaps a schedule or something that you could hand to students to get them to realize that they really do have time to get everything done • List of Internet sites or other places to find good listening passages • Lectures to listen to (suggested UVSC and KUED might have televised courses, said they did in the past) • Materials to help relate the class to the TOEFL • clear guidelines--the content classes have changed so much, it's hard to know what's expected • More specific vocabulary guidelines (maybe a specific list) • Summary of all of the major content-concepts (main point, events, topics, etc.) that should be covered (in outline form) so teachers who don't know the content can look ahead and see where different things might fit with upcoming content • Outline would also help the other content teacher teaching the same students to see if there's overlap (she also mentioned that she feels like the second part of the AH book is hardest for her students because it gets into the economic side of it--it made me wonder if it would help to pair up econ with AH because in econ, we spend the whole semester talking about capitalism, the free market, taxes, government regulations, government programs, etc.) • Better LATs--says there's currently a disconnect between what we're asking

	students to do on the LATs vs. what we're doing in class • some way to check if I'm fulfilling the language objectives • Suggestions but not mandates--teachers should have some flexibility to teach in their own way/style • Less theory and more practical information • Examples of specific activities and how they relate to specific content areas, not just general examples for any content class • Sample lesson plans (says she already knows "the basics", but she's bored with her own ideas; how do you make content interesting and exciting, more variety, etc.; also--what should we do in a lesson? What should a lesson contain/look like?) • Activities that get students speaking • To know how to fit it all in • To know how to tie content to specific language skills, not just general language acquisition • Activities for skill-building (note-taking skills, presentations skills, etc.)
American Heritage teacher interview.	• No clear curriculum developed, it's better but not clear enough • Main purpose of level 5: develop CALP • Need a more stable and connected vocabulary • Feels like it's important to have a language objective tied to a content objective but since there's no materials developed this takes a lot of work for teachers (to get to the point where you don't have to worry about content but can focus on language) • There's no training, just lots of meetings; a lot of methodologies and philosophies but no training • Loves content, feels like it's motivating for the students • Thinks the textbook is too hard for the majority of the students • A simplified version of the text would be amazing! • Tells students the purpose at least once a week, so she hopes they understand it, tells them it's CALP • Best resources for teaching are the Internet, everything else she has to create on her own (has over the past years) • Textbook is not accessible, other things she's developed are better • Most important skills: getting at information from a text or lecture, how to remember it, processing and synthesizing it, reading, listening and writing • Textbook has a major impact on class time: drives the curriculum
Biology teacher interview	• Currently no place to go for ideas, quizzes, and materials, prepared listening materials, visuals, PowerPoint, posters • She was asked to teach with no previous observations, team-teaching is difficult to coordinate (training issue?) • Objectives exist but no idea how to accomplish/execute them
Our observations of content classes we've observed at the ELC	• Classroom Management (this is across ALL content classes). Some teachers do not do anything about the fact that their students seem to come and go from the classroom as they please. Take control! • Teachers, esp. new ones, need materials! There ought to be a materials file or folder that can be added to each semester. Every teacher should contribute to it, and that should be something that new teachers can go to for ideas.

Institutional Factors/Needs

Source	Factors/Needs
ELC Curriculum Philosophy Pamphlet	• The ELC is a lab school for research, administration, and teaching • The ELC helps to fulfill the overall mission of both the college of humanities and the department of linguistics
ELC policies	• The FTC committee (in conjunction with TREC) has primary responsibility for curriculum oversight and implementation at the ELC • The level 5 content classes do not fit nicely within the existing structure of Skill-Area Coordinators at the ELC
Dr. Evans	• ELC is currently discussing how to bring a more academic (CALPS) focus to the program
Our observations of content classes we've observed at the ELC	▪ More of a question: Are there policies in place to deal with students who simply don't do their work anymore? (unmotivated students) What can the teacher do about it? This probably goes back to classroom management, which IS dependent on the teacher.

Attitudes and Impressions regarding the Current Curriculum

Source	Factors/Needs
Students Interviews	• Students feel like they have to memorize content to be successful • Many students do not feel like they are developing language skills • Students don't always understand the purpose of the content classes
Teacher Interviews	• Current objectives are difficult to integrate with content • The objectives seem to change every semester • The objectives are not always clear • Students need more time to understand the content (the reading requirement forces teachers and students to work through the content very quickly)
Student Interviews Economics class	• Students feel that content classes are so content-specific that they're not getting general academic English like the kind they encounter on the TOEFL • Students want a lot more feedback and specific skills instruction (Quote: "I get feedback, so you know my problems, but how can I improve it?") • Students feel like they spend too much time memorizing content (Quotes: "I'm just studying for a grade for a quiz instead of to improve my English" "Try not to cover all of the book—quality and not quantity" "I feel it's just a reading class—we have two reading classes" "Pass it, forget it, prepare for the next quiz" • Students have specific skills they're concerned about and they are aware of their weaknesses (Quote: "Reading is not my strength—every time I read an article, I always have a hard time understanding everything I read. I didn't have this problem in my native language."
Admin. Interviews	• Current level 5 objectives were created by compiling previous objectives • Quasi-Extensive reading was intended to be an experiential objective

Our observations of content classes we've observed at the ELC	▪ Just overall I think classroom management was what struck me the most. It needs some work. And students ought to be working strategies development and skills. It seems like there is a focus on content at the expense of developing those strategies and skills that students will need once they enter the university. I don't think it should be that way....
	▪ Two quizzes in class took way too much time (probably about 30 minutes). One was on the HW reading and one was on an article they read together in class. ▪ Both were very content-heavy. ▪ Class was very interesting though. ▪ Class seemed fairly disorganized, especially during a class discussion. However, the discussion got most of the students animated and communicating. ▪ Class reviewed "-cide" roots of words (genocide, suicide)
	▪ Reading quizzes are very difficult and would require high mastery of content. ▪ Teacher asked students to report % of reading done. Seems more effective for meeting the objective. ▪ Students read narrative non-fiction and liked it and found it easier than the text. ▪ Students don't know how to outline the chapter well when asked to do it. ▪ During teacher lecture, students practiced note-taking, but didn't really know how. Seemed to only be copying what was on PowerPoint slides. ▪ Also during lecture, teacher adapted quite a bit to students (e.g., repetition, speaking slowly, and simplified speech) that may not be as helpful as an authentic lecture. (?) ▪ Lecturing requires strong mastery of content by teacher and other outside materials. ▪ Students didn't seem to know what to do with the lecture (e.g., what strategies would help them listen/comprehend, note-taking skills, etc.) ▪ Students spent a large portion of time memorizing the states in the US and were quizzed periodically on a blank map that they had to fill in. Is this helping them with language? Is there more of a content focus than teachers realize?
	▪ Quiz was all about content. ▪ Most students did not read the chapter which affected the discussion. ▪ Practiced speaking for computer exercises. thesis, organize, defend opinion ▪ Definitely see some language objectives but a little disorganized ▪ Students often not prepared for class (especially in the case of study-guides) ▪ Not enough variety in activities and materials ▪ Not enough language strategies instruction ▪ Quizzes, study guides, video clips all seemed to have clear content objectives but not language objectives

Appendix B : Questionnaire for Current Students

Age ____ Native Country _____ Native Language _____

What other languages do you speak?

What is your education background (high school, college/university in native country, etc.)?

What are your future goals? (check one)

□ BYU Undergraduate
□ Other college/university
□ Graduate school
□ Work in English-speaking country
□ Return to native country
□ Other (explain)

If you are continuing your education, what do you plan on studying?

How many semesters have you been at the ELC?

What level did you start with at the ELC? 1 2 3 4 5

Is this your first semester in level 5? Yes / No

How does your experience in level 5 compare with your experience in level 4?

How useful is your textbook? (Circle answer)

American Heritage ←5 (very)--4 (quite)--3 (useful)--2 (somewhat)--1 (not very)--0 (absolutely not)→

Biology ←5 (very)--4 (quite)--3 (useful)--2 (somewhat)--1 (not very)--0 (absolutely not)→

How much of your reading do you do? American Heritage _____% Biology _____%

How much of your reading do you understand? American Heritage _____% Biology _____%

How does your textbook compare with other textbooks you have used?

American Heritage:

Biology:

Is your textbook at your reading level?

American Heritage: Yes / No If no, it is: easier / harder

Biology: Yes / No If no, it is: easier / harder

What percentage of class and time do you think is **currently** spent focusing on language concepts vs. content concepts?

American Heritage: Content _____ % Language development _____%

Biology: Content _____ % Language development _____%

What percentage of class and time do you think **should** be spent focusing on language concepts vs. content concepts?

American Heritage: Content _____ % Language development _____%

Biology: Content _____ % Language development _____%

Would you recommend Level 5 content classes to a friend? Why or why not?

What aspects of the Level 5 curriculum are you most satisfied with?

What aspects of the Level 5 curriculum would you like to see changed?

Do you feel like the Level 5 content classes are a valuable use of your time? Why?

Do you feel like the Level 5 content classes will help you achieve your future goals? Why?

If you could change one thing about the Level 5 content classes, what would it be?

What do you want to get out of your American Heritage and Biology classes?

In what ways is the ELC helping to prepare you for study at an English-speaking university?

Appendix C: Level 5 CBI Handbook Checklist

Please rate how well you feel this handbook does on the following characteristics on a scale of 1-5 with 1 being insufficient and 5 being very well.

1. User-friendly _____
2. Cohesive _____
3. Instructive _____
4. Text-light _____
5. Comprehensive _____

In the space below, please write down any specific comments related to your ranking. Please use the back of this form if you need to.

In addition to the above characteristics, please comment on any thoughts you have in the following areas:

1. It's hoped that this resource will be used every semester. I have tried to limit information that may change frequently to the Program Overview section. Is there any thing in the other sections that you feel might limit the shelf life of this resource?

2. You'll notice that there's currently nothing in the Additional Resources section. Is there anything that you feel should be included in this section?

Appendix D: Questions for piloting teachers' focus group

1. What thoughts, impressions, or concerns did you have when you learned you would be teaching in a content class?
2. How do your concerns now compare with your concerns when you started teaching your class?
3. What process did you typically follow when planning your lessons? What resources did you rely on most?
4. Describe how you used this handbook throughout the past few weeks.
5. How do you think your teaching experience would have been different if you had not had this resource available to you?
6. What sections of the handbook did you find most useful? Why?
7. What sections of the handbook gave you problems? Why?
8. Did you feel like there was anything missing?
9. What would be your ideal training/ preparation for teaching a content class?
10. Do you have any comments about:
    a. Readability
    b. Text-light
    c. Instructional value
    d. Aesthetics

Appendix E: Content-based Instruction Teachers' Handbook (full-text)

Brigham Young University

Content-based Instruction Teachers' Handbook

English Language Center

Originally compiled by Melinda Hardman
4/22/2009

How to use this handbook

Welcome teachers!

This handbook has been provided in an effort to make your content-teaching experience at the ELC as smooth as possible. Please view this as a resource that can be used in the way that best matches your own personal style. Below are some basic guidelines for how this resource can be used. Or, you can also refer to the quick-guide on the next page for a brief overview of all of the sections contained in this handbook. Feel free to use the recommendations below or select your unique approach.

If you are…	*It's recommended that you…*
An Experienced Language Teacher with <u>some</u> experience in CBI	1. If needed, review the basic principles of CBI outlined in Tab 2 before the semester starts. 2. Prior to the start of the semester, skim quickly through Tab 1 to verify that you understand the overall program goals and objectives. Discuss any questions with the content-coordinator prior to teaching. 3. Refer to Tab 3 as needed throughout the semester for new ideas and help with problems that may arise.
An Experienced Language Teacher with <u>no</u> experience in CBI	1. Before you begin teaching, skim through the information in Tab 2 to get a general idea of what CBI is. Refer back to this throughout the semester as needed. 2. Once you have a basic understanding of what CBI is, read carefully through Tab 1 to verify that you understand the overall program goals and objectives. Discuss any questions with the content-coordinator prior to teaching. 3. As time permits, skim through Tab 3 and refer back to it throughout the semester as needed to better understand some of the common challenges CBI teachers face.
An Inexperienced Language Teacher	1. Read carefully through Tab 2 prior to the start of the semester to obtain a basic understanding of CBI. Consult the content-coordinator with any questions that arise. 2. With a basic understanding of what CBI is, read carefully through Tab 1 to verify that you understand the overall program goals and objectives. Discuss any questions with the content-coordinator prior to teaching. 3. Before the semester begins, read carefully through Tab 3 section 3 "Skillfully teach in an integrated-skills environment". This section will give you the most practical suggestions for getting started. 4. Refer to other portions of Tab 3 as needed throughout the semester.

Brief overview:

This handbook is divided into tabs and sections. Each section within a tab corresponds to one learning objective for that tab, except for the final tab, Tab 4, which contains a variety of different additional resources.

Quick-guide	
TAB 1: Program Overview	
Section 1 **Understand the overall goals and objectives of the program**	• Content classes are responsible for reading, listening, and speaking. • Both experiential and performance-based objectives are laid out for each skill. • Reading and listening are broken up into extensive and intensive tasks. • Speaking is broken up into informal presentation, formal presentation, and interlocution. • Information on pacing and skill-allocation is given.
TAB 2: Understanding Content-based Instruction at the English Language Center	
Section 1 **Accurately "place" CBI within a historical, theoretical, and pedagogical framework**	• Content-based instruction emerged out a general shift towards more communicative approaches to language teaching that began in the 1960s. • Early immersion programs in Canada were the first examples of content-based instruction as a distinct approach. • Content-based instruction has now been adapted to a number of different instructional settings. • Content-based programs are either more language-driven or they are more content-driven. • The particular characteristics of any content-based program will depend largely on ▪ the main purpose for instruction (language or content), ▪ the degree to which language objectives and sequencing are selected based on the content or vice versa, ▪ the emphasis on either form or meaning focused instruction.
Section 2 **Develop a basic appreciation for what CBI is and the rationales behind its use at the ELC.**	• Since early 2005, the ELC has been moving away from an entirely skill-based approach at its highest level towards a content-based approach that better reflects the needs of the majority of students. • CBI is an approach to second language instruction that integrates language and content in ways that allow students extensive practice with academic tasks. • In addition, CBI: ▪ eliminates the artificial separation of language and content; ▪ uses an integrated-skills approach which better reflects the natural use of language; ▪ provides motivation that traditional language instruction does not; ▪ provides an optimal environment for the development of cognitive and critical thinking skills; ▪ emphasizes learning to *do* language rather than learning *about* language.

Section 3 **Effectively relate the ELC's content-based program to the broader CBI framework.**	• The ELC is an Intensive English Program (IEP) which primarily caters to students with a need for academic English proficiency. • CBI provides an ideal approach to academic English preparation. • The ELC's CBI program is ▪ a language-driven program ▪ a sustained content program ▪ a hybrid program in which English is taught through both skill-based (writing and grammar) and content-based classes in order to give students the best academic preparation possible ▪ a "weak" form of communicative language teaching
TAB 3: Challenges & Strategies in Content-based Instruction	
Section 1 **Effectively manage unfamiliar content.**	• In CBI, students are exposed to challenging and engaging academic content. • Most teachers have some experience using content in language classes even if they have not taught a CBI class. • CBI classes require ▪ an adjustment in teacher-student roles ▪ an adjustment in how you approach your preparation time. • Strategies are given for ▪ Defining student and teacher roles ▪ Developing a stronger foundation in your content area ▪ Dealing with challenges to your authority
Section 2 **Appropriately balance language and content.**	• In CBI, the appropriate language/content balance will depend on the individual program. • The ELC aims for a 60 % language-focus/ 40% content-focus balance. • It is helpful to think of a focus on language as a focus on "form" and a focus on content as a focus on "meaning" • Balancing language and content in CBI classes requires that you consider ▪ Not trivializing content ▪ Not shortchanging language development ▪ Not overwhelming students • Strategies are given for ▪ Making input comprehensible ▪ Avoiding over-emphasizing content ▪ Avoiding trivializing content
Section 3 **Skillfully teach in an integrated-skills environment.**	• In CBI, the four tradition skills are taught in an integrated environment rather than in individual skill-based classes. • Content-based classes at the ELC are only directly accountable for listening, speaking, and reading. • Teaching in an integrated-skills environment can be a new experience for many teachers • Some suggestions that can help deal with this include: ▪ Explicitly identifying your purpose ▪ Establish a global template

	▪ Select appropriate objectives for each lesson ▪ Think about principles of good lesson planning • Strategies are given for ▪ Avoiding vague or un-focused teaching ▪ Enhancing student motivation ▪ Providing scaffolding
Section 4 **Successfully avoid CBI assessment pitfalls.**	• Assessment is an important and challenging part of any language instruction. • CBI adds additional challenges to assessment • Validity, reliability, and washback are important factors to consider in assessment. • Assessment in CBI classes requires you to ▪ think about how you structure your assessments ▪ clarify the purpose for each assessment ▪ think about separating language and content ▪ Consider your objectives in assessment ▪ Provide both formative and summative assessment • Strategies are given for ▪ Separating language and content ▪ Avoiding negative washback ▪ Providing formative assessment
TAB 4: Additional Resources	
Section 1 **Important resources for expanding your understanding of CBI.**	• Contains a variety of references to specific reading material related to CBI in general.
Section 2 **General resources for instructional strategies in CBI.**	• Contains references to online materials related to instructional strategies that can be used in CBI.
Section 3 **Resources for speaking-focused activities in CBI**	• Contains references to books, online resources, and computer programs that can be used to develop speaking activities.
Section 4 **Resources for listening-focused activities in CBI**	• Contains suggestions for resources that can be used in developing listening activities.

Section 5 **Resources for reading and vocabulary-focused activities in CBI**	• Contains references to books and online resources that can be used for teaching and vocabulary.

TAB 1

Program Overview

Goals and objectives of the ELC's CBI program

Objectives:

1. Understand the overall goals and objectives of the program

Originally compiled by Melinda Hardman
BYU English Language Center
4/22/2009

Table of Contents

Course Overview Section 1

1. Understand the goals and objectives of the program

This packet is intended to provide you with the essential information you need for your classes. However, if you need any additional information for your specific class or you think something should be included (or not included) in this packet in the future, please let me know! Also, because these are general guidelines of course you will need to make some adjustments for your class and your students. These are not intended to be rules you must follow, but guidelines to help your students achieve the desired objectives and progress in their language development.

Overall course goal:

Help students develop reading, listening, and speaking language skills and strategies in the context of a specific academic content area. Although all three language skills should be developed equally, reading is at the core of the curriculum. *Please remember that you should have a greater focus on the language than the content—use the content to teach language skills and strategies, and don't worry if you need to cut back some on the content in order to do so.*

Current Objectives:

Because content class objectives are under slight revision, I may give you additional information during the semester if necessary.

There are 2 types of objectives—1) experiential and 2) performance-based. Usually the experiential objectives will be achieved simply by having students complete the experience and will be reflected in their citizenship grades. Performance-based objectives will usually require more practice and feedback and be reflected in students' proficiency grades.

Reading Curriculum and Objectives

You will use 4 types of reading in your class:

Type	Proficiency	Purpose	Allocation	Included Content
Intensive	At reading proficiency level (*i*)	Introduce basic concepts and vocabulary in content area	Mostly out of class (about 25 min. in class, 40 min. out)	Usually textbook-like readings which introduce basic concepts and vocabulary in content areas.
Intensive	Just beyond reading proficiency level (*i +1*)	Provide opportunities to apply strategies through careful analysis	In class (about 25 min.)	Same as above
Structured Extensive	Just below reading proficiency level (*i-1*)	Fluency (all students read same texts and used in class)	Mostly out of class (about 25 min. in class, 80 min. out)	Narratives, biographies associated with content—usually stories about discoveries or biographies of key figures in the field of study
Extensive	Just below reading proficiency level (*i-1*)	Fluency (students choose own texts from a list)	Out of class (about 5 min. in class, 30 min. out)	Student-selected materials in content areas—usually from an approved list

Experiential Objectives:

1. Reads extensively for approximately 2 hours per week in each content class (this includes structured extensive reading as well as traditional extensive reading).
2. Reads intensively for at least 1 hour per week in each content class.
3. Writes a metacognitive analysis of the effectiveness and appropriateness of various cognitive strategies learned and applied during the week.
4. Reads news articles at least twice per week.

Performance-based Objectives:

1. Reads fluently (see chart below for possible evidences of comprehension)

    a. Comprehends 80% of *below-proficiency* texts when reading at 225 wpm
    b. Comprehends 80% of *at-proficiency* texts when reading at 200 wpm
    c. Comprehends 80% of *above-proficiency* texts when reading at 175 wpm

Evidences of Comprehension		
Evidences	**Answers question:**	**Examples**

Organizational	How aware is the reader of the organization and its effect on the meaning of what is read?	Recognizes:
		• Organization components
		• Structural patterns
		  • Cause/effect
		  • Comp/contrast
		  • Problem/solution

Summative	How well has the reader captured the meaning so it can be utilized effectively?	• Takes notes • Summarizes (main idea, supporting details) • Paraphrases • Synthesizes
Evaluative	What can the reader do with the information? What critical thinking skills can be utilized because of the reading?	• Distinguishes fact from opinion • Makes conclusions • Draws inferences • Predicts • Critiques • Recognizes purpose and tone of the author

2. Reads strategically
    a. Understands and applies a variety of cognitive strategies to improve reading comprehension within the three categories (organizational, summative, evaluative).
    b. Uses metacognitive strategies systematically to evaluate the effectiveness and appropriateness of various cognitive strategies for maximizing individual reading comprehension.

Listening Curriculum and Objectives

You will use 3 types of listening in your class:

Type	Proficiency	Purpose	Allocation	Included Content
Extensive	At or below proficiency level (*i* or *i-1*)	Engage basic concepts in the content area or simple narratives.	Mostly out of class (about 30 min. in class, 60 min. out)	Basic concepts and vocabulary as well as narratives or biographies associated with content.
Intensive	At or beyond reading proficiency level (*i* or *i+1*)	Practice using a variety of listening strategies and analyze authentic speech.	In class (about 30 min. in class)	Same as above
Interlocution	Any proficiency level	Develop ability to engage in discourse where they must listen and respond appropriately.	In and out of class (about 60 min. in class combined with speaking)	Could exhibit any of the above characteristics.

Experiential Objectives:

1. Listens extensively for approximately 15 hours in each content class.
2. Learns and uses a variety of listening strategies effectively.
3. Listens to the news at least twice per week.

Performance-based Objectives:

The student:

1. Comprehends speech.
2. Analyzes speech critically.

Speaking Curriculum and Objectives

You will use 3 types of speaking in your class:

Type	Description	Allocation	Included Content
Informal Presentation	Unrehearsed, unidirectional communication given to a relatively small audience.	Mostly out of class (about 30 min. in class, 20 min. out)	Basic concepts and vocabulary as well as narratives or biographies associated with content.
Formal Presentation	Researched, organized, unidirectional presentation.	Mostly in class (about 30 min. prep out of class)	Same as above
Interlocution	Discourse requiring listening and appropriate responses.	In and out of class (about 60 min. in class combined with listening)	Could exhibit any of the above characteristics.

Experiential Objectives:

1. Gives 2 or 3 formal speeches during the course.
2. Learns and uses a variety of speaking strategies effectively.

Performance-based Objectives:

The student:

1. Produces speech that is comprehensible to listeners.
2. Demonstrates an ability to ask questions with clarity.
3. Fulfills each of the Level 5 tasks successfully (see below).

Level 5 listening/speaking tasks:

1. Give a Summary
    a. Name the source(s).
    b. Name the main idea.
    c. Name and explain important supporting points.
2. Describe a Process
    a. Name the process.
    b. State the use/purpose.
    c. Name the materials.
    d. Explain the steps (in order).
3. Describe an Issue (Narrate in past, present, future)
    a. Name the issue.
    b. Explain the background of/reasons for the issue.
    c. Identify/explain different points of view.
    d. Infer/speculate on future directions and consequences.
4. Describe Cause and Effect
    a. Name the problem.
    b. Identify/explain the various causes.
    c. Identify/explain the various effects.
5. Compare and Contrast
    a. Name the subjects being compared.
    b. Name the similarities.
    c. Name the differences.
6. Defend an Opinion (Debate)—Interlocution
    a. State and ask for an opinion.
    b. State and ask for reasons and examples.
    c. Identify controversial points.
    d. Defend an opinion.
    e. Identify the context.
    f. Agree/support others' opinions.
    g. Express certainty, uncertainty, probability, and possibility.

Texts

All teachers can check out their textbooks from Joyce in her office. (Note: Even though Biology will be using in-house materials this semester, you may still want to check out the textbook as an additional resource.)

International Track:

American Heritage: A City on a Hill
International Studies: In-house materials

Management Track:

Business: Intro to Business, 6th ed. (0-538-44063-5)
Economics: Prentice Hall Economics: Principles in Action (0131334832)

Science Track:
Sociology: The Study of Human Relationships (0030374960)
Biology: In-house Materials (teacher reference: Prentice Hall Biology—01331662554)

Grading

You will submit 3 grades for each student at midterm and at the end of the semester:

- Citizenship
- Reading Proficiency
- Listening/Speaking Proficiency (note that these are still reported together)

Make sure that you have sufficient proficiency grades for each skill to provide an accurate assessment of your students' abilities. For example, it would be a good idea to plan weekly (or more frequent) assessments of each skill for students' proficiency grades. Final proficiency grades for each skill will be averaged between the students' 2 content classes (i.e., 50% from Economics and 50% from Business for the final reading grade).

Proficiency assessment ideas:

1. Students sign up for (or you choose randomly) news presentations to start class each day.
2. Students sign up for longer formal presentations 2-3 times during the semester.
3. Reading quizzes daily (or every other day).
4. End of unit reading, listening, and speaking assessments.
5. Debates (in small groups or as a whole class).

Suggested Pacing of Class (by skill)

Because these classes involve more than one skill, it is important to make sure you specifically plan time for each skill during the week. Of course, many activities integrate multiple skills, which can also be good practice. The following table gives a general guideline for how much time to spend with each skill (and associated strategies) both in class and for homework:

Skill	***In-class time (%)***	***Out-of-class time (min.)***
Reading	30	150
Listening	35	60
Speaking	35	30

The following is an example of how you could allocate your time during the week to make sure you practice each skill and have sufficient assessments of each skill so your proficiency grades are representative of student ability. Of course, you are free to adjust these schedules according to your content and the needs of your students, and it may vary from week to week. The first sample week is organized with the skills spread across different days; the second is organized with a different language skill focus each day.

The suggested time is given after the activity and the skills used are given in parenthesis (S = speaking, L = listening, R = reading).

1st Sample Week:

Monday	Tuesday	Wednesday	Thursday
News presentation – 5 min. (S, L or R)	News presentation – 5 min. (S, L or R)	News presentation – 5 min. (S, L or R)	News presentation – 5 min. (S, L or R)
Reading quiz – 10 min. (R)	Intensive reading skills practice – 30 min. (R)	Reading quiz – 10 min. (R)	Formal student presentation (individual or group) – 15 min. (S, L)
Reading discussion groups – 15 min. (R, S, L)	Small group debates – 25 min. (S, L)	Speaking skills / strategies practice – 25 min. (S)	Group discussions of reading and listening content for the week – 15 min. (R, S, L)
Listening activity / strategies – 20 min. (L)	Assign homework	Listening – 5 min. (L)	
Group discussions or small group presentations based on listening – 15 min. (S, L)		Comprehension check / evaluation of listening skills and strategies – 10 min. (L, S)	Small group presentations – 25 min. (S, L)
Assign homework		Assign homework	Assign homework

2nd Sample Week:

Monday	Tuesday	Wednesday	Thursday
Reading quiz – 10 min. (R)	News presentations – 20 min. (S, L/R)	Reading quiz – 10 min. (R)	News presentations – 20 min. (S, L/R)
Reading skills / strategies practice – 55 min. (R)	Listening skills / strategies practice – 45 min. (L)	Speaking skills / strategies practice – 55 min. (S)	Group discussions / debates of content for the week – 45 min. (R, L, S)
Assign homework	Assign homework	Assign homework	Assign homework

TAB 2

Understanding Content-based Instruction at the English Language Center

The basics of CBI and how it relates to you as an ELC content teacher.

Objectives:

1. Accurately "place" CBI within a historical, theoretical, and pedagogical framework.
2. Develop a basic appreciation for what CBI is and the rationales behind its use at the ELC.
3. Effectively relate the ELC's content-based program to the broader CBI framework.

Originally compiled by Melinda Hardman
BYU English Language Center
4/22/2009

Table of Contents

Understanding CBI at the ELC Section 1

1. Accurately "place" CBI within a historical, theoretical, and pedagogical framework

The emergence of content-based instruction as a specific approach to second language teaching was part of a broader, more generalized shift towards what most of us know as Communicative Language Teaching or CLT.

A Major Paradigm Shift: Communicative Language Teaching (CLT)

Background

Although the idea of communicative language teaching seems like basic common sense to most of us now, it was not until the 1960s that language teachers began to question the ability of "form-focused" approaches to lead to communicative competence.

> *"…the characteristics of communicative methodology…address very general aspects of language learning and teaching that are now largely accepted as self-evident and axiomatic throughout the profession" (Richards & Rodgers, 2001, p. 173)*

Once the idea emerged, CLT spread quickly and fairly universally, in part due to its acceptance by key language theorists and endorsement by governmental organizations in Great Britain (Richards & Rodgers, 2001).

Basic premises

CLT is based on some general learning principles (Richards & Rodgers, 2001, p. 161):

- Activities that involve real communication promote learning.
- Activities in which language is used for carrying out meaningful tasks, promote learning.
- Language that is meaningful to the learner supports the learning process.

Unlike past approaches where rigid procedures were often mandated, the emphasis in CLT is on providing a suitable *environment* for meaningful and authentic interactions to occur.

Some common definitions of CBI (taken from "Content-Based Second Language Instruction: What is it?" found on http://www.carla.umn.edu/cobaltt/cbi.html):

"CBI is '…the integration of particular content with language teaching aims…the concurrent teaching of academic subject matter and second language skills'(Brinton, Snow, & Wesche., 1989, p. 5)"

"CBI is aimed at 'the development of use-oriented second and foreign language skills' and is 'distinguished by the concurrent learning of a specific content and related language use skills' (Wesche, 1993)"

"CBI is '…an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language' (Crandall & Tucker, 1990, p. 187)"

"CBI approaches, which promote the importance of learning strategies, provide the curricular resources for development of the strategic language and content learner (O'Malley & Chamot, 1990)"

Form vs. Meaning

Generally speaking, the difference between a focus on form and a focus on meaning is that the former emphasizes the rules and structures that govern language use, while the later emphasizes the meaning that is being conveyed. Stephen Krashen, one of the most well-known proponents of distinguishing between form-focused and meaning-focused instruction (for example, see Krashen, 1985), described *learning* a language as a form-focused activity and *acquiring* a language as a meaning-focused activity.

> *Kasper (2000), in summarizing Krashen's ideas, stated: "Krashen (1985) posited that two factors, learning and acquisition are involved in the development of second language skill. Learning refers to the process of gaining formal knowledge about language through explicit instruction in linguistic forms and structures. Acquisition is a process similar to that which occurs with a first language—language is acquired as it is used as the medium for learning other things. Because Krashen (1982, 1985) believed that similar processes underlie first (L1) and second (L2) language acquisition, he asserted that the focus of SL instruction should be on meaning rather than on form." (Kasper, 2000, p. 4).*

A matter of extremes

Howatt (1984) expressed the belief that there is a "strong" and a "weak" form of communicative approaches. The main distinction between these two extremes seems to be the degree to which meaning-focused instruction is a sufficient condition for language acquisition to take place (*strong*), or whether some attention to form is also necessary (*weak*).

> *"There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching…. The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the later entails 'using English to learn it." (Howatt, 1984, p. 279)*

CBI: A Communicative Language Teaching Approach

The general shift towards more communicative approaches within the English-teaching world laid the foundation for Content-based Instruction, or CBI.

> *"In the broadest sense, CBI is part of what has been termed a 'new paradigm' in language education. This new paradigm centers on the concept of fostering our students' 'communicative competence' in the foreign language, that is, the ability to communicate with native speakers in real-life situations—authentic interpersonal communication that cannot be separated from the cultural, paralinguistic, and nonverbal aspects of language (Spolsky, 1978)." (Stryker & Leaver, 1997, p. 12)*

Historical context for CBI

Perhaps because language instruction has always involved some form of content, it's difficult to say exactly when CBI emerged as a distinct approach to language teaching.

> *"Regardless of the specific methodology used, language teachers have generally found it desirable to present new items through meaningful content; in fact, 'contextualizing' lesson presentations has become a widely accepted rule of good language teaching." (Brinton, Snow, & Wesche, 2003, p. 1)*

Most of the literature on CBI, however, points to early French immersion programs in Canada in the mid-1960s as the main precursor to CBI. These programs were based on the assumption that language learning would result as a natural byproduct of content learning. In these programs, English-speaking children were taught their subject-matter content entirely in French. Many people doubted that these children would learn the necessary content to the same degree as their counterparts taught only in English However, most studies seem to indicate that not only did they performing at grade-level academically, but they also developed competence in French without having received any explicit language instruction (for example, see Genesee, 1994, or Grabe & Stoller, 1997). This added legitimacy to the idea of deliberately integrating language and subject-matter instruction in what we now refer to as CBI.

Theoretical context for CBI

Despite the successes of early immersion programs in Canada, CBI did not begin to receive truly widespread acceptance until the 1980s when Communicative Language Teaching was in full swing. CBI effectively incorporates the core principles of CLT by providing authentic language tasks within the context of content that is meaningful to the learners and their needs.

In addition, CBI is supported by at least three other prominent theoretical views, as summarized below.

Cummins	Krashen	Cognitive Learning Theory
•Academic English (Cognitive Academic Language Proficiency or ***CALP***) is not the same as social English (Basic Interpersonal Communication Skills or ***BICS***). •CALP can not be developed simply through exposure to general English—it requires exposure to academic written and spoken texts.	•A focus on form will never result in language acquisition—only a focus on meaning will achieve this. •Learners must be exposed to sufficient amounts of "comprehensible input" that is slightly above their current proficiency level ($i + 1$) for language acquisition to occur.	•Learners must pass through a series of stages in order to become autonomous. •Successful completion of each stage can only occur where there are extensive opportunities for practice and feedback, with an emphasis on the development of learning strategies.

(For more details, see Kasper 2000)

Pedagogical context for CBI

There is a great deal of variation in what is considered Content-based Instruction. While CBI began primarily as an immersion-style approach to dealing with the need for simultaneous language and content instruction among elementary school children, it has been adapted to fit just about any instructional setting in which there is a similar need. Thus, CBI programs can be found in ESL programs in high schools, universities and even in EFL settings in the United States and around the world.

> *"Models of content-based instruction differ in implementation due to such factors as educational setting, program objectives, and target population. All share, however, a common point of departure—the integration of language teaching aims with subject matter instruction." (Snow 2001, p. 303)*

Because there is no one approach to CBI that works everywhere, it sometimes seems like CBI is really just a catch-all term for any approach that attempts to integrate language and content. It is sometimes difficult to distinguish between all of the different approaches to CBI. In an effort to bring some clarity to the array of possible approaches, Met (1999) suggested a continuum ranging from content-driven programs to language-driven programs. The figure below shows the relative positions of various types of content-based programs, based on Met's continuum. The arrow indicates the ELC's approximate position.

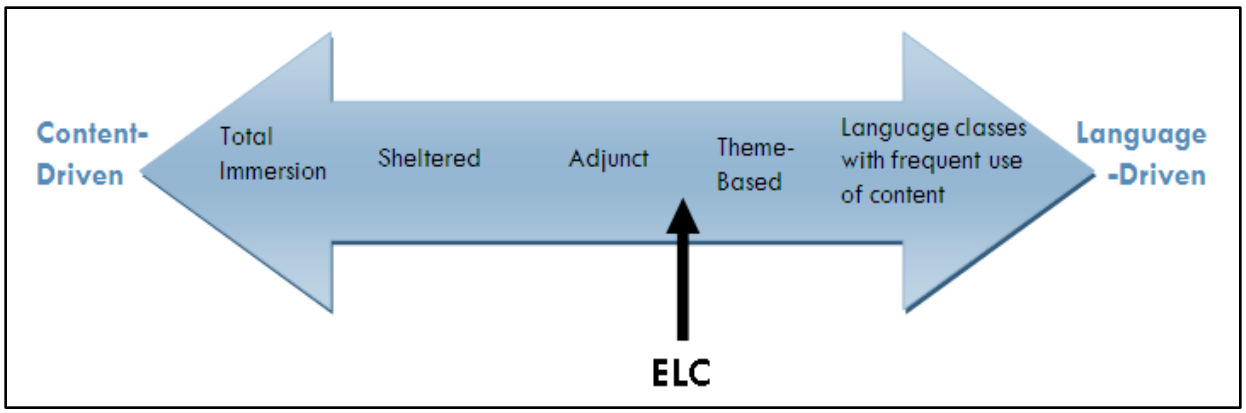

Figure 1: Adapted from Met (1999, Between the extremes section, para. 1)

Met summarized the characteristics of programs on each end of the continuum as follows.

Content-based Language Teaching: A Continuum of Content & Language Integration

Content-Driven	Language-Driven
•Content is taught in L2. •Content learning is priority. •Language learning is secondary. •Content objectives determined by course goals or curriculum. •Teacher must select language objectives. •Students evaluated on content mastery.	•Content is used to learn L2. •Language learning is priority. •Content learning is incidental. •Language objectives determined by L2 course goals or curriculum. •Students evaluated on content to be integrated. •Students evaluated on language skills/proficiency.

Figure 2: Met (1999, A continuum of language/content integration section, para. 1).

Below is a description of some of the basic CBI program-types:

Sheltered model	Sheltered classes are made up entirely of L2 students with a need to learn the content being presented. The teacher attempts to present the content in language-sensitive ways. There is little or no accountability for language development. Content mastery is the primary objective.
Adjunct model	The Adjunct model involves the pairing of a regular mainstream content course with an ESL course designed to support and compliment the students' content learning. This approach could be considered content-driven because the content of the mainstream course is still the main factor influencing what language principles will be taught, however it is more balanced between language and content than other content-driven approaches because there is generally equal accountability for language and content development.
Theme-based model	Theme-based models usually consist of regular language courses designed with the development of language proficiency as the primary objectives. Content is selected primarily for its language-teaching potential rather than determined by the mainstream curriculum. Because content is seen only as a vehicle for language development and students are not held directly accountable for content-mastery, Theme-based approaches are considered language-driven.
Sustained-content model	Although Met does not include this on her continuum, Brinton (2003) adds sustained-content as a recent innovation in CBI. Sustained-content models represent a hybrid approach, taking some characteristics from the Adjunct and Sheltered models and others from the Theme-based model. Sustained-content approaches are language-driven in so far as students are not held accountable directly for content-mastery, however they are similar to content-driven approaches in so far as they allow the content to play a greater role in determining the language features that will be emphasized. This is because Sustained-approaches select subject-area themes which are then the primary focus throughout the semester, unlike Theme-based approaches that will typically cover a variety of loosely connected themes chosen primarily for their language-teaching potential and not necessarily with the intent of presenting a cohesive content-treatment throughout the semester.

Some additional distinctions

In addition to looking at a program's position on Met's continuum, it is also useful to look at a program in terms of its scope and sequence and its emphasis on form vs. meaning.

Curriculum Scope and Sequencing.

In some CBI programs, content is selected based on content-objectives, and this content is then used to determine appropriate language objectives and how they will be sequenced. Williams (1995) has related this to Howatt's (1984) contrast between a "strong" and a "weak" form of communicative language teaching.

> *"Williams (1995) has proposed that one way of dealing with this problem of definitions is to extend the distinction that Howatt (1984) has made between 'strong' and 'weak' forms in communicative language teaching. That is, the view that subject matter is the sole factor in determining what language is to be learned, and in what order, may be described as a 'strong' form of integrated language and content teaching. This can be contrasted with a 'weak' version in which linguistic factors contribute to such decision-making." (As quoted in Davison & Williams, 2001, p. 64)*

Focus on Form vs. Focus on Meaning.

A second distinction that may not be clear from the continuum is the distinction between a focus on form and a focus on meaning that has been discussed previously. Krashen would advocate a total focus on meaning. Immersion and sheltered models are the best examples of a total focus on meaning. The emphasis in these types of programs is on making the subject-matter comprehensible to the learners, rather than on providing explicit language instruction. The degree to which a particular program is more focused on form or meaning, however, is not simply a matter of where it falls on the language/content continuum. It is more a matter of the particular theoretical persuasions of the program. A program can, in fact, be content-driven in the sense that content mastery is the primary objective, and still incorporate elements of explicit language instruction, just as a program can be language-driven and still focus primarily on meaning with little or no explicit language instruction.

Conclusions

Content-based instruction emerged out a general shift towards more communicative approaches to language teaching that began in the 1960s. Early immersion programs in Canada offer the first evidence of content-based instruction as a distinct approach to language teaching. From there, content-based instruction has been adapted to a number of different instructional settings. Generally speaking, these programs are either language-driven or they are content-driven. The particular characteristics of any content-based program will depend largely on the main purpose for instruction (language or content), the degree to which language objectives and sequencing are generated from specific content or vice versa, and the emphasis on form vs. meaning focused instruction-

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Understanding CBI at the ELC Section 2

2. Develop a basic appreciation for what CBI is and the rationales behind its use at the ELC.

The following section will give you a better idea of what CBI is and why the ELC has adopted it as an approach to academic English instruction.

Understanding CBI

What CBI is

CBI is a communicative language teaching approach (CLT). The principles of CLT are at the core of CBI. Those principles include a ***focus on using language*** for ***meaningful communication*** that is ***relevant*** to the purposes of the learner. In communicative language teaching, there is a basic belief that focusing on meaning is necessary to the acquisition process and yields greater benefits for learners than focusing primarily on form. Communicative classroom are student centered and the needs of the learners are of primary concern.

In addition, CBI is a language teaching approach that uses specific content, usually academic in nature, as the basis for meaningful communication and interaction. It is an approach intended for students who have an immediate or future need for content mastery in the target language and aims to prepare them with the kind of language development they will need in order to successfully accomplish this.

What CBI *is not*

CBI is not a cohesive, clearly defined, well-structured approach to language teaching. There is no specific procedure or methodology involved in CBI; nor does CBI mandate any specific content.

Understanding the rationale for CBI at the ELC

One reason why there is so much diversity among CBI programs is the nature of student-centered programs in general. As a student-centered approach, CBI must be defined within the local context in which it is being implemented. Thus, to better understand CBI at the ELC, it is important to understand the local context in which it was adopted.

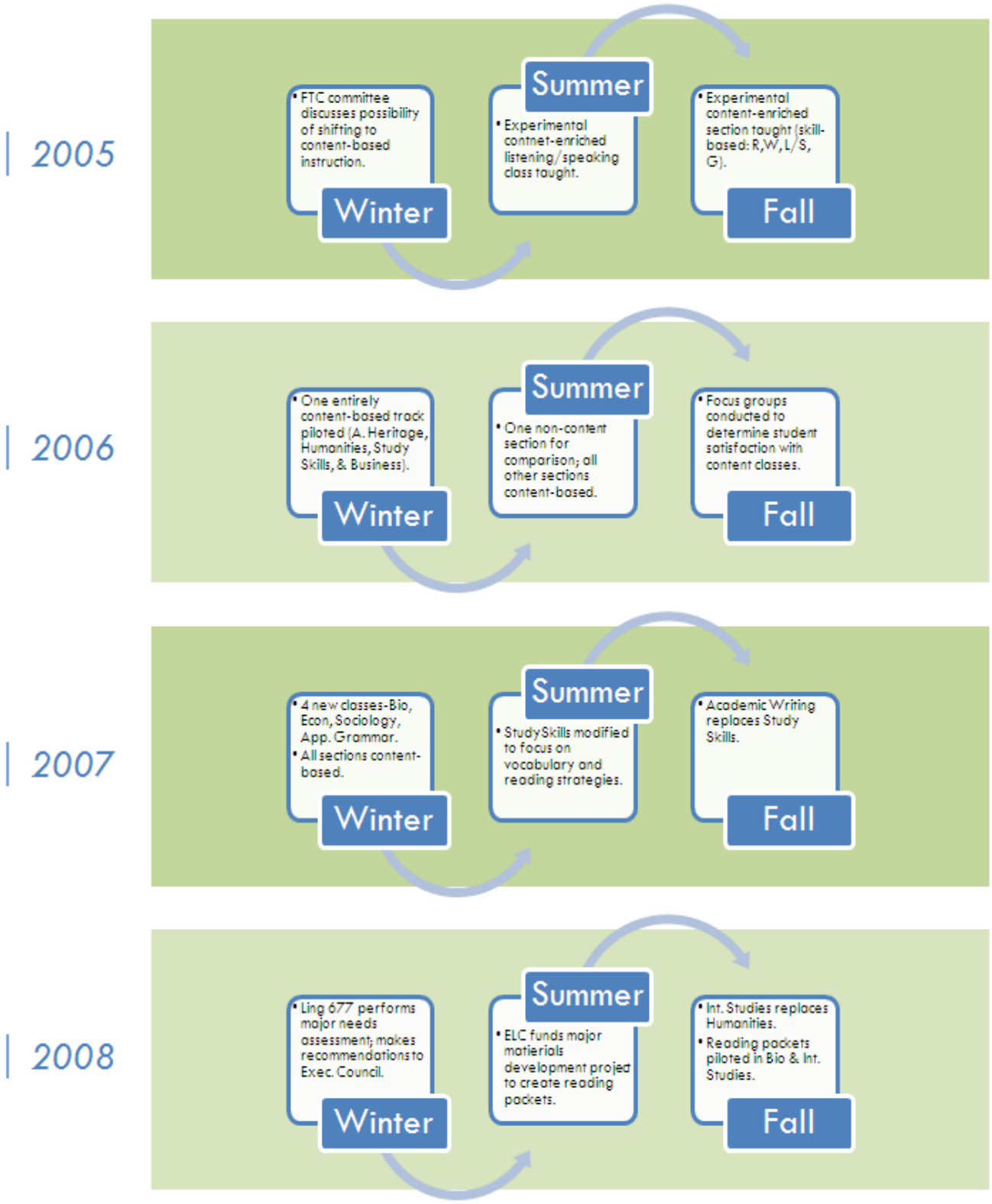
Historical context for CBI at the ELC

Prior to adopting a content-based curriculum for students at its highest level, the ELC had a more traditional skill-based curriculum (reading, writing, listening & speaking, and grammar), similar to that of other levels at that time. However, it was believed that this approach was limited in its ability to prepare students for future academic studies.

"…It is probably more productive for our present purposes to define integrated language and content teaching as a heuristic label for a diverse group of curriculum approaches which share a concern with facilitating language learning, broadly defined, through varied but systematic linking of particular subject matter and language in the context of learning activities."

(Davison & Williams, 2001, p. 57)

The chart below outlines some of the major changes that have occurred as the ELC has worked to make its curriculum more responsive to the needs of the majority of students enrolled in the program.



Premises and rationale for CBI at the ELC

As mentioned above, the ELC adopted a CBI program in an effort to better prepare students for academic studies in English. Below are outlined some basic premises and rationales for CBI that are relevant to the ELC's overall goals and objectives as an institution.

Some basic premises for CBI

Richards and Rodgers (2001, p. 207) explain that there are two main principles upon which CBI relies:

1. People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end unto itself.
2. Content-Based Instruction better reflects learners' needs for learning a second language.

Additional rationales for CBI

In addition to the rationales for CBI already mentioned,

CBI…

…eliminates the artificial separation of language and content. *Some scholars argue that language cannot be taught or learned in the absence of content. Thus, CBI provides an approach in which this artificial separation is eliminated;*

> *"A language is a system that relates what is being talked about (content) and the means used to talk about it (expression). Linguistic content is inseparable from linguistic expression." Mohan (1986, p. 1)*

…uses an integrated-skills approach which better reflects the natural use of language. *Although the traditional separation of language into four skills (reading, writing, listening, and speaking) has practical value, it often does not reflect natural language usage;*

> *"In a content-based class, students are often involved in activities that link the skills, because this is how the skills are generally involved in the real world." Richards & Rodgers (2001, p. 208)*

…provides motivation that traditional language instruction does not. *When students are engaged in content which they find interesting, challenging, and relevant, they will experience higher degrees of motivation;*

> *"Research has found that motivation and interest arise in part from the recognition that learning is indeed occurring and that the learning of sophisticated and challenging information justifies the effort." Grabe & Stoller (1997,* Motivation, Attribution, and Interest Research section, para. 1)

…provides an optimal environment for the development of cognitive and critical thinking skills. *Because CBI focuses on the use of challenging, engaging, and often authentic written and spoken texts, it provides the perfect environment for students to develop cognitive and critical thinking skills;*

> *CBI tasks and activities "give students the opportunity to practice, in the ESL course, the critical thinking skills they will need outside it, and…allow students to become familiar with rhetorical conventions as they apply across disciplines (Pally, 1997)." Kasper (2000, p. 8)*

…emphasizes learning to do language rather than learning about language. *Research as well as our intuitive sense indicated that the most effective way to learn a language is to use it. CBI has the potential to put the emphasis on using the target language in meaningful, authentic, contextualized ways.*

> *"Learning a second language has been compared to…learning to play a musical instrument. In spite of broad recognition that the best way to learn these skills is by doing them, not just by studying about them or performing exercises and drills, our traditional foreign language classes resemble music classes in which all of the learners' time is spent in practicing scales and studying theory, and they are not permitted to play any real pieces until they are proficient enough to give a recital. Content-based foreign-language instruction, on the other hand, encourages students to learn a new language by playing real pieces—actually using that language, from the very first class, as a real means of communication." Stryker & Leaver (1997, p. 3)*

Conclusions

Since early 2005, the ELC has been moving away from an entirely skill-based approach to English instruction for students in its highest level towards a content-based approach that better reflects the needs of the majority of students at this level. Because content-based programs are student-centered, the specific characteristics of any given program will be determined on a local level. CBI is an approach to second language instruction that allows students extensive practice with the kinds of English texts and tasks they will encounter in mainstream university studies in English. In addition, CBI eliminates the artificial separation of language and content; uses an integrated-skills approach which better reflects the natural use of language; provides motivation that traditional language instruction does not; provides an optimal environment for the development of cognitive and critical thinking skills; and emphasizes learning to *do* language rather than learning *about* language.

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Understanding CBI at the ELC Section 3

3. Effectively relate the ELC's content-based program to the broader CBI framework.

At this point, you should have a basic foundation in CBI. To understand where the ELC program falls within that framework, there are two main aspects of the program that should be looked at: first, the overall purpose of the ELC and second, the overall purpose of the CBI program.

Overall purpose of the ELC in general

The first aspect that should be looked at when attempting to relate the ELC's CBI program to the broader CBI framework is the overall purpose for the ELC itself.

The ELC is an Intensive English Program (IEP)

The primary purpose for the ELC is to provide students with concentrated and focused English instruction. Students at the ELC do not receive academic credit; nor are they enrolled as regular BYU students. Their primary purpose for attending the ELC is language proficiency.

The ELC is an English for Academic Purposes (EAP) program

The majority of students who come to the ELC are studying English for academic purposes. Most will either study at English-speaking universities, or will use English to access literature and research in their chosen disciplines that are mainly accessible in English.

Overall purpose of the ELC's CBI program

Similar to the overall purpose of the ELC in general, the ELC's content-based program is intended to provide the most effective preparation for university studies in English-speaking contexts. The ELC uses a variety of written and spoken texts from various subject areas in order to give students extensive practice with the kinds of texts they will encounter in a mainstream university class. However, the primary objective for instruction at the ELC is language development and not content-mastery.

Understanding where the ELC falls with respect to the following characteristics will help you to better understand your role as a content teacher at the ELC.

"…the diverse characteristics of programs that integrate content and language can be used to determine their position on a continuum that illustrates the relative role of content and language. The continuum is useful in a number of ways. It can highlight how differing definitions of content-based instruction share common features yet are distinguished from one another. It can also suggest key decision points for program planners and implementers, help inform approaches to student assessment, and define roles for teachers and the kinds of teaching skills needed."

(Met, 1999, para. 4)

CBI at the ELC is a language-driven program

Because the primary objective for instruction at the ELC is language development, the ELC's CBI program is considered to be language-driven.

CBI at the ELC is a sustained CBI approach

Because content classes at the ELC use a single content area over the course of an entire semester, the ELC's program is considered to be a sustained CBI approach, similar to that described in Brinton (2003).

CBI at the ELC is a hybrid CBI approach

Because the ELC's content program uses both an integrated skills approach for reading, listening, and speaking, and a more traditional single-skill approach for grammar and writing, it can be considered a hybrid CBI approach.

CBI at the ELC adopts a "weak" form of CLT

Because the ELC believes that students need both meaning-focused *and* form-focused instruction, the ELC's CBI program adopts a "weak" communicative language teaching approach.

CBI at the ELC uses a "weak" form of CBI

Because both linguistic and content factors have been taken into account in developing the scope and sequence of the ELC's content curriculum, the ELC's CBI program can be considered a "weak" for of CBI, based on Davidson & Williams' (2001) view that a "strong" form of CBI corresponds to the "view that subject matter is the sole factor in determining what language is to be learned, and in what order," in contrast to "a 'weak' version in which linguistic factors contribute to such decision-making" (p. 64).

Reading packets

In the initial development of the CBI classes at the ELC, teachers were given a list of language objectives divided by skills. These objectives were mainly taken from the previous skill-based curriculum with some slight modifications, and were not taken into account when the content materials were selected. As a result, while the scope of the language objectives was predetermined, it was left to the teacher to decide when and how to "pull out" these objectives from the content materials. Teachers found it particularly challenging attempting to sequence or "pull out" language objectives from the predetermined content found in content textbooks designed for mainstream content instruction. As a result, the ELC has embarked on an effort to provide teachers with more structured materials designed specifically for our program. Currently, reading packets have been developed for some of the content classes to be used in place of the textbooks that have been used in the past. These reading packets represent a further move towards the "weak" end of the weak/strong CBI continuum. Unlike the original texts which in most cases were authentic high school level content textbooks, the reading packets allow the ELC to be more selective in the content that is used. Thus, though providing a cohesive treatment of the selected content-area is still an important guiding principle in content-selection, the ELC can also select content that better fulfills our purposes as a language-driven program.

Conclusions

There are many challenges inherent in developing, implementing and maintaining a content-based curriculum, however what those challenges are and how to effectively deal with them depends to a large extent on the specific nature of the CBI program. Thus, the purpose of these sections has been to provide you with a basic understanding of what CBI is and how the ELC's program relates to the broader CBI framework so that you can better understand the challenges you will face in teaching your content class(es). The four most common challenges will be addressed in a future section.

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TAB 3

Challenges & Strategies in Content-Based Instruction

A closer look at some of the issues you will face as you teach your content-based class and how to overcome them.

Objectives:

- Effectively manage unfamiliar content.
- Appropriately balance language and content.
- Skillfully teach in an integrated –skills environment.
- Successfully avoid CBI assessment pitfalls.

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Table of Contents

Common Challenges in CBI Section 1

1. Effectively manage unfamiliar content.

Preview Questions:

> *How familiar are you with the content you have been assigned to use?*
> *How do you think that your level of familiarity will influence your teaching?*
> *What concerns do you have about the content you will be using to teach English?*

What unfamiliar content will I need to manage?

There is some debate as to what "content" should be used in CBI. Some scholars believe in defining content very broadly. Genesee (1994), for example, says that content "*can include any topic, theme, or non-language issue of interest or importance to the learners*" (p. 3). Most, however, agree that content should be cognitively demanding and academic in nature for its use in language classes to constitute content-based instruction.

> *"… 'Content' in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture" (Met, 1991, p. 150).*

The content that has been selected for the ELC content classes is similar to the content you would find in any GE class on campus and in most cases is less demanding. As a result, the content may not be as unfamiliar to you as you think. That said, you will need to be actively engaged in understanding and synthesizing the content your students will be reading about, so that it is fresh and clear in your mind as you teach.

What do I need to know about managing unfamiliar content in L2 instruction in general?

Regardless of how experienced you consider yourself, if you have any experience in ESL teaching at all, you have probably dealt with content in some form or another.

> *"Even at beginning levels, when learners are working to gain interactional fluency in everyday uses of language, they are always also learning something else: how to greet someone, how to ask for something, how to tell about an event, how to enact a culture." (Schleppegrell, Achugar, & Oteiza, 2004, p. 68)*

Examples of content in non-CBI classes could include:

- The plot of a book your students had to read.
- Instruction on how to appropriately greet someone in America.
- Instruction on how to complete a transaction at a bank in America.
- A lesson on "brainstorming" as part of The Writing Process.
- A discussion of The Food Pyramid in a lesson on count/non-count nouns.

Content is everywhere and in everything we do as language teachers. In fact, it could be said that we never teach in absence of content. Perhaps the main difference between CBI courses and more traditional language instruction is that CBI requires that you be more aware of the role that content plays in language acquisition.

What do I need to know about managing unfamiliar content in CBI settings?

> *"CBI requires an adjustment on the part of the ESL teacher, who may be intimidated by the prospect of having to teach subject matter with which he or she may not be familiar." (Masters, 1992, p. 77)*

You may need to change how you think about your role as a language teacher.

The teacher-student relationship changes when the dual purposes of language and content are introduced in the language classroom. In traditional language classes, students view their teacher as the "expert". However, in CBI contexts teachers may feel that they can no longer rely solely on their intuitive sense for the language to navigate through unanticipated questions and concerns. In addition, CBI teachers at the ELC are simultaneously adjusting to an entirely new teaching approach. As a result, they may find themselves experiencing something of an identity crisis.

In order to alleviate some of this pressure, *CBI teachers quickly realize that a shift in how teachers and students view their respective roles is necessary*. The good news is that because an important part of CBI involves stimulating critical thinking and engagement among students, the emphasis naturally shifts from a focus on known facts or information to a focus on discussion and insight. Instead of acting as the sole "giver of knowledge", CBI instructors are more like mentors, guiding students to explore and discover.

As students realize that they are in charge of their own learning, they will begin to engage in their language-learning experience in ways that they probably have not done in the past. This engagement is critical for their further language growth and development. Give them opportunities to explore the content and make conclusions. And don't be afraid to remind them that you are a language teacher and not a content teacher. Sometimes it's good for them to hear it again.

You may need to change the way you view your preparation time.

There is no quick and easy way to prepare for a CBI class. In order to engage your students in the content, you will need to engage yourself as well. You will need to take an active interest in the content. You may find that your preparation takes more than the one hour allocated each day, particularly at the beginning of the semester. However, this is actually not so different from what you would experience when teaching any class for the first time.

In addition, becoming engaged in the content can actually be the most rewarding part of CBI. It can be refreshing to spend time focusing on real-life issues that go beyond the language classroom. As you become more familiar with the content, you will discover that it is everywhere! Get in the habit of bookmarking relevant news articles, podcasts, and other websites you encounter every day. Also, as you look for ways to keep your preparation within manageable limits, keep in mind that you do not need to cover everything. It is better to cover less with more depth than to move too quickly through large amounts of content. Use the content that works best for the language objectives you're students are working on and don't worry about the rest of it.

Finally, don't be afraid to set your students loose! Give them the reins occasionally. Make use of group and individual presentations (students could create posters, PowerPoint presentations, brief videos or a variety of other things to share with the class), online discussion boards (both audio and written), and any other activities you can come up with to put the learning back in their hands.

You don't need to struggle alone.

As with any class you teach at the ELC, there are people and resources available to help you. Full-time teachers have the responsibility to help part-time teachers as they develop their teaching skills. In addition, teachers who have previously taught the class you are teaching often have insights and resources to share. Many of these teachers have put their resources on the ELC's server so that other teachers can have access to them. Collaborating with your students' grammar and writing teachers can also be helpful. Even your officemates may surprise you with the ideas they come up with. Don't be afraid to ask for help. The purpose of the ELC is for you to become a successful teacher.

What strategies can I use to effectively manage unfamiliar content?

Strategies for defining student and teacher roles:

- Frequently remind students that the purpose of this class is to teach general academic English.
- Have clear language objectives before you enter the classroom.
- Be explicit about the language objectives for each activity you give students.
- Emphasize general academic vocabulary more than specialized vocabulary.
- Use specialized vocabulary to teach language strategies such as guessing words from context or using roots and prefixes.
- Make sure your assessments reflect the language-emphasis of our program
- Assign students to be content experts for various activities (see below)

Strategies for developing a stronger foundation in your content area:

- Pay attention! You will start to see real-life applications of the content your students are reading about all around you.
- Be interested! Seek out additional information (some teachers use the Internet, others find a foundational book written for a lay audience to read) if you feel like there are gaps in your content knowledge.
- Watch (or listen, or read) the news. Bringing current events into your classroom will go a long way to motivating your students and will also give you a broader understanding of the content you are focusing on.

Strategies for dealing with challenges to your authority:

- Frequently remind students that you are "not a biologist!" and that this is okay, because the purpose of this class is to teach English and not biology.
- Be flexible. You don't have to be "in control" of the content because you are not a content teacher. That's actually a great thing about teaching content classes. You're learning too, and it's okay for students to realize that.
- Use a variety of activities to help students engage in the content—theirs is not a passive role (perhaps their professors may spoon feed them the content, but for our purposes, spoon feeding is the antithesis of effectively using content to teach language).

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Common Challenges in CBI Section 2

2. Appropriately balance language and content.

Preview Questions:

> *What do you see as your main focus in teaching a content-based class?*
> *What kinds of activities do you envision your students doing in your content class?*
> *What concerns do you have about what to focus on in your content class?*

What is an appropriate balance between language and content?

Many teachers teaching content classes for the first time are unsure about what their main focus should be in their classroom. Much of this concern centers on the language/content balance. Many teachers may ask, "What is an appropriate balance between language and content? I'm not a content teacher, but on the other hand, I'm not a traditional language teacher either. Where does that leave me?" The answer, however, depends on the characteristics of the particular program, because there are many different kinds of CBI programs and each will have its own ideal language/content balance.

> *"The integration of language and content instruction has been a growing phenomenon in the language field since the early 1980s. Programs, models, and approaches have proliferated at all levels of instruction, from elementary schools through postsecondary levels…All of the programs, models, and approaches that integrate language and content share a common phenomenon: students engage in some way with content using a non-native language." (Met 1999, para.1)*

Because the ELC is a non-credit bearing language-driven program, the accountability and instruction should focus more heavily on language than on content. In numerical terms, the ELC would like the content classes to be about 60% language focused and 40% content focused.

What do I need to know about balancing language and content in L2 instruction in general?

Although language teachers encounter content in every teaching setting, it is usually clear that the content is there for the purpose of supporting language acquisition. Thus, non-CBI teachers don't often find themselves asking the question, *how do I balance the demands of both language and content?* However, if we look at a focus on ***language*** as synonymous with focusing on ***form*** (rules and patterns that govern the language) and a focus on ***content*** as synonymous with focusing on ***meaning*** (overall comprehension and meaningful usage), it might be a little clearer what we are talking about. It is not the case that we're either *doing language* or we're *doing content*. We are always doing both. However, sometimes we are focusing more on the *form* the language takes and at other time we are focusing more on the *meaning* that is being expressed by it. Both are important, regardless of the instructional approach used. In that sense, all language teachers are balancing "language" and "content" and can benefit from reflecting on it.

In a similar way, Tedick (2003) distinguishes between language as "object" (an analytical view of language—basically looking at how language works) and language as "subject" (a focus on what language is doing in a particular context).

> *"…[in most language classes] language is viewed as 'object'—something that is acted upon, an entity to be scrutinized, analyzed, and broken down into its smallest components (Tedick et al., 1993; Tedick & Walker, 1994)…The 'content' of language curriculum has been defined as the lexicon, syntax, morphology, and phonology of language, or as the notions and functions. In order to emphasize the communicative nature of language and to acknowledge that language has meaning when it is embedded within a social context, it is necessary to view language as 'subject' (something that acts) (Tedick et al., 1993; Tedick & Walker, 1994) and to strive for a balance between language-as-object and language-as-subject in curriculum and instruction." (As quoted in Tedick 2003,* New Standards for Language Education section, para. 3)

Example of focusing on meaning in regular L2 instruction might include:

- Reading a novel
- Listening for overall comprehension
- Having a conversation with a partner

Examples of focusing on form in regular L2 instruction might include:

- Discussing the function of cohesive markers in a written text
- Discussing listening strategies to improve comprehension
- Focusing on accuracy of past tense verbs in a speaking task

What do I need to know about balancing language and content in CBI settings?

The first thing you need to know about balancing language and content in CBI settings is what kind of balance the particular program you are working in is expecting. To help establish what the appropriate balance should be at the ELC, it is helpful to use the language-content continuum mentioned previously in this handbook.

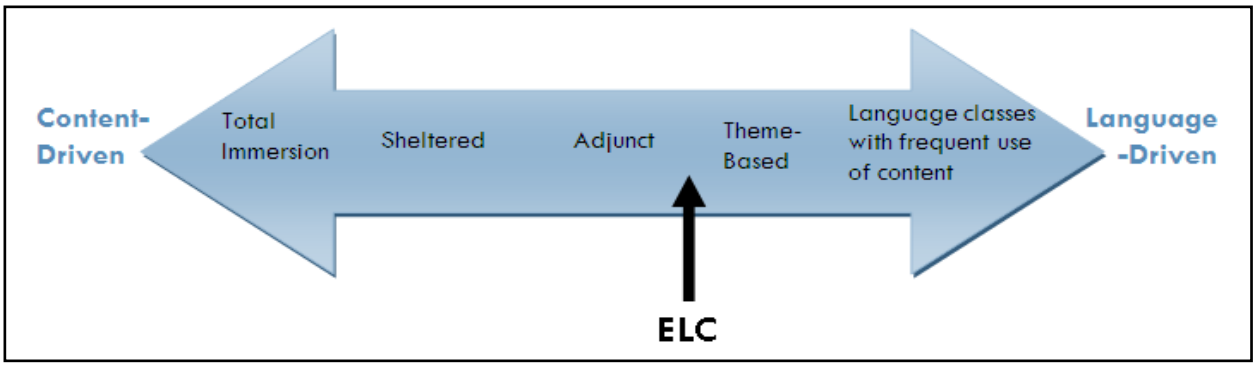

Figure 1: Adapted from Met (1999, A continuum of language/content integration section, para. 1)

Based on this continuum, you can see that the ELC is on the language-driven end; however, it's not on the *extreme* language-driven end where content learning is considered entirely incidental. Instead, the ELC adopts an approach similar to what Brinton (2003) refers to as **sustained content language teaching** or SCLT.

Brinton explains that "*SCLT most closely resembles theme-based instruction, with the difference that theme-based courses typically cover a variety of topics, whereas in SCLT the content is 'sustained,' and students work with only one topic*" (p. 205). Thus, while the ELC's CBI program is certainly language-driven, the sustained-content approach entails an unavoidable but not undesirable emphasis on content that may not be associated with typical theme-based approaches.

Brinton (2003) states, "…Because the use of sustained content simulates the condition and demands of the subject matter classroom, it allows language learners to more deeply engage the content, in the process acquiring the academic vocabulary and language skills needed for the mainstream" (p. 205).

In keeping with SCLT and the language-driven nature of the ELC's CBI program, there are some important things that you should keep in mind when considering how you will appropriately balance language and content.

You may need to avoid trivializing content

At first glance, it may seem that the main problem teachers run into in finding the right language/content balance is the danger of over-emphasizing the content at the expense of language instruction (or focusing entirely on *meaning* at the expense of focusing on *form*). After all, the content is interesting and engaging and fun to talk about. However, there can also be the problem of over-emphasizing language at the expense of content, which can prevent students from receiving the rigorous academic preparation they will need to be successful in their university studies.

"Being successful in an English-speaking academic environment requires that ESL … be able to use English to access, understand, articulate, and critically analyze conceptual relationships within, between, and among a wide variety of content areas…Through planned, purposeful, and academically based activities that target linguistic and critical thinking skills and engage students in meaningful and authentic language processing, CBI fosters a functional language learning environment that goes beyond simply presenting information in the second language." (Kasper, 2000 p. 3)

Sometimes as language teachers we have a tendency to ***trivialize content*** in our classes. We may do this when we deliberately use content that is not cognitively demanding or when we do not require students to go beyond a superficial treatment of the content. Although content-learning is not a primary goal of the ELC's CBI program, trivializing it limits the degree to which students can experience authentic language situations and may prevent them from experiencing the kind of deep learning and cognitive development that has been stated as a positive advantage of content-based instruction. In order to truly reap the benefits of a sustained content approach, the content must be given more than just lip service.

You may need to avoid shortchanging language development

As a CBI teacher you could easily spend all of your time on meaning-focused activities. It will take more planning to ensure that you are also incorporating form-focused instruction into your teaching. It's important for students to receive *both* meaningful interaction with cognitively demanding content, as well as ***explicit*** attention to the development of linguistic skills and strategies. The ELC does not believe that simply making input comprehensible for students is enough to achieve proficiency. The Center for Advanced Research on Language Acquisition, or CARLA (n.d., Support from SLA research section, para. 3) has said, ***"Students need form-focused content instruction (an explicit focus on relevant and contextually appropriate language forms to support content learning)."***

When looking at how to establish this form/meaning balance, it may be helpful to look at the objectives that have been set for the CBI program at the ELC. In relation to these objectives, it could be said that the extensive reading and listening requirements are most amenable to a focus on meaning (where the focus of the activity is on overall comprehension) whereas the intensive reading and listening requirements are more amenable to a

focus on form (where the intention is to look at a passages more closely and analyze its linguistic components). Additionally, CBI teachers must learn to look at content through the lens of language development. A useful approach for doing this is Snow, Met, & Genesee's (1989) distinction between the linguistic features that a student needs before they can effectively approach the content (called c***ontent-obligatory objectives)*** and linguistic features that are not necessary in order to approach the content, but which are supported by the content (or c***ontent-compatible objectives)***. By explicitly articulating these objectives during your lesson planning, you can ensure that you're using the content as a means to language development and not as an end unto itself.

You may need to avoid overwhelming students

Students in CBI settings are often being asked to deal with heavy cognitive demands at the same time that they are developing their language skills. This can be a significant challenge for students, particularly those who are lower proficiency.

The principle of ***positive complexity***, explained by Stoller (2000) can be useful here (see also Vygotsky's (1978) Zone of Proximal Development and Nevitt Sanford's (1967) theory on challenge and support among college students for other similar ideas). Students find it motivating when they are challenged to go beyond their current comfort level both linguistically and cognitively. Engaging and cognitively demanding content can provide this motivation in the same way that it does in regular content classes. However, without providing adequate attention to linguistic forms and strategies that students can use in their efforts to decode the content they receive (or ***scaffolding***), content can create anxiety rather than motivation. Students must be prepared linguistically for the cognitive load that will be placed on them.

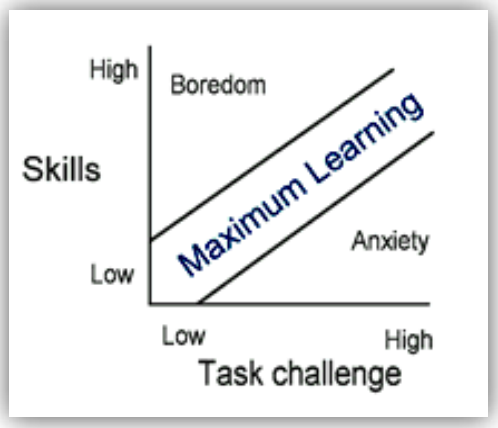

Figure 2: Incorporating levels of "Positive Complexity" into Instruction

On the other hand, if students are not challenged enough, they often respond by becoming lazy, unengaged, and bored. This can be the result of receiving too much scaffolding or explicit instruction, or of using content that is not cognitively demanding enough for their current level of linguistic ability.

Thus, maintaining the right balance between language and content will help you avoid overwhelming your students so that you can maintain an environment of "maximum learning" in your classroom (see Figure 2). And don't forget that as students' increase in their ability throughout the semester, you should gradually increase the challenge decrease the scaffolding.

What strategies can I use to appropriately balance language and content?

Strategies for making input comprehensible:

- Provide scaffolding to help students to accomplish tasks and understand content.
- Frequently use graphic organizers and other visual aids.
- Activate background knowledge.
- Preview difficult vocabulary with students before having them read or listen.
- Give instructions orally and in writing.
- Maintain some predictable regularity in your teaching.
- Use the same content for multiple activities.
- Model desirable results to student.

Strategies for avoiding over-emphasizing content:

- Have clear language objectives (make this a conscious part of your planning).
- Have specific skills and strategies in mind with each activity you do.
- Have specific times for answering "content" questions and make it clear to students.
- Be clear about the purpose of different types of reading/listening/speaking (e.g. extensive reading is intended to develop fluency, therefore comprehension and retention of minor details is not necessary and this should be apparent in how you use and assess this type of reading in class).
- Promote active interest in the content but rein in student who may seem to fixate on certain aspects of the content that they did not understand (frequently remind them that it is not important to understand everything).
- Be aware of students' cognitive load and avoid overwhelming them with content that is too difficult.
- Don't be afraid to remind students that you are "not a biology teacher".
- In sum, the more structured and well-thought-out your activities are, with specific language objectives in mind, the easier it will be to avoid over-emphasizing the content.

Strategies for avoiding trivializing content:

- Help students make connections between new content, previous content, and future content.
- Make connections between specific content and overall themes and units.
- Schedule in time to address comprehension problems.
- Whenever possible, discuss obvious inaccuracies in students' understanding of the content.
- Give students opportunities to demonstrate content-mastery, such as in presentations and question-answer lectures.
- Promote critical thinking (do not *over-scaffold*).
- Read texts carefully yourself so that you are aware of what students have read.
- Move through content at an appropriate pace so that students may have a sense of closure as they move from one topic to the next.
- Make relevance clear in activities (show students how the ideas or tasks relate to the content they have been learning about).
- Focus on authentic uses for content and then provide adequate scaffolding for students to accomplish the tasks set before them.

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Common Challenges in CBI Section 3

3. Skillfully teach in an integrated-skills environment.

Preview Questions:

> *What types of integrated-skills environments have you experienced in the past?*
> *What types of skill-integration do you anticipate will be involved in teaching your CBI class?*
> *What concerns do you have about teaching in an integrated-skills environment?*

What is meant by an "integrated-skills environment"?

Language institutes and instructors have often found it helpful to separate language instruction into specific skills for the purpose of instruction and assessment. Traditionally these skills have included listening, speaking, reading, and writing. In a fully integrated-skills environment, these skills are all combined in one class. When content classes were first implemented at the ELC, students attended four different content classes, each of which was responsible for reading, writing, listening, speaking, and grammar. This approach proved to be ineffective for several reasons, and the ELC now adopts a hybrid integrated-skills approach in which writing and grammar are addressed separately in skill-based classes and students attend two content classes which are responsible for the skills of listening, speaking, and reading. In addition to these language skills, the ELC CBI program further seeks to integrate strategy instruction and critical thinking development into the content classes.

What do I need to know about integrated-skills teaching in L2 in general?

If you have ever taught a listening & speaking class, you had at least some exposure to teaching in an integrated-skills environment. Even if you haven't, you have likely had some experience integrating multiple skills because all language classes make use of multiple skills, whether that integration is deliberate or incidental. Integrating skills is a natural byproduct of the way meaningful communication actually occurs. It's only in language classrooms that we have the useful and convenient but false notion that you can learn one skill in isolation from any others.

Examples of integrating skills in regular L2 instruction could include:

- Taking notes while listening to a passage in a listening class
- Reading articles in preparation for an essay in a writing class
- Discussing Islam in preparation for reading a novel set in Iran in a reading class
- Listening to instructions in preparation for a grammar activity

What do I need to know about integrated-skills teaching in CBI settings?

Content-based instruction provides an ideal environment for integrating multiple skills. However this integration of skills can have you feeling like a juggler who has been tossed a fourth ball before entirely mastering the art of juggling three balls. Suddenly your smooth, rhythmic movements are at risk of deteriorating into a disorderly jumble!

So how do you deal with the messiness that seems to result when you take away the clear language and skill focus that exists in regular L2 instruction? The best remedy is simply proper planning! However, this can be easier said than done. Effective is something that comes with time and practice, so don't be discouraged if it doesn't come right away for you. In the meantime, there are some basic principles that can help you plan more effectively right now.

> *"Content-based instruction provides a rich context for teaching the traditional four skills—listening, speaking, reading, and writing—in the ESL/EFL class. In addition, since the focus…is on academic language learning, teaching strategic competence is essential." (Snow, 2001, p. 310).*

The following are some suggestions that will help you plan more effectively for your content class:

1. Explicitly identify your focus

You should select a specific focus for each activity you plan and clearly articulate it in your lesson plan. Figure 3 demonstrates how each activity you do in your class should have one specific skill as the central focus. This will help you to break down the jumble into smaller chunks so that you can think about it more clearly.

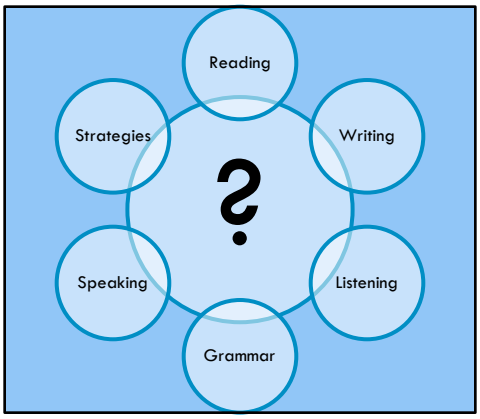


Figure 3: Identifying your focus

2. Establish a template for how you will allocate time to each element in your syllabus

The first step is to establish some kind of global template for how you will incorporate all the various elements in you syllabus into your teaching. This will help make your planning much more effective. Without this global template, you will have a difficult time dealing with the competing demands of listening, speaking, reading, content, assessment, critical thinking development and strategy instruction. Teachers without a global template often begin their planning by reading through the passages of text their students will read for the following class and then attempting to look for possible language applications. However, since there are almost always multiple directions you could go with any given content, this approach makes lesson planning laborious and ineffective. A global template serves as a governing organizer that can help you to choose between the many options and ideally ensure that each skill or objective receives adequate time in the center of the circle.

Two possible approaches you could take in developing a global template are:

- Devote each class period to multiple skills
- Devote each class period to a single skill

For examples of what your global template could look like, see Suggested Pacing of Class (by skill) in the Course Overview at the beginning of this handbook.

3. Select appropriate objectives for each lesson

The ELC provides general objectives for the CBI curriculum, however teachers may find that they will need to set their own specific objectives for each lesson or activity they plan based on the general objectives provided. It may be helpful to keep in mind the principle of content-obligatory objectives and content-compatible objectives. Snow, Met, & Genesee's (1989) describe two possible categories of objectives.

- ***Content-obligatory*** objectives are objectives based on your perception of what students need to know or be able to do prior to or in order to understand and to discuss the content they will encounter. These could include, among other things:
    - Knowledge of specialized or discipline-specific vocabulary or phrases (including idioms and expressions)
    - Critical background knowledge on the content topic
    - Certain grammatical patters such as passive voice

- ***Content-compatible*** objectives are objectives that can be effectively supported by the content, but which are not necessarily critical to students' understanding or ability to discuss the content. This is where you'll want to refer to your global template and the general objectives of the program to help you decide which direction to go because often times the same content lends itself well to multiple types of activities and instruction. These could include, among other things:
    - Comparing and contrasting
    - Note-taking
    - Building reading rate

4. Think about principles of good lesson planning as you plan out each day

As with all good teaching, there are some basic principles of good lesson planning that will help you as you plan out each individual lesson. A few of these are summarized in the table below.

- **Use learning phases**

In any lesson planning it is useful to break your instructional time up into learning phases, both for the purposes of planning effectively and for providing a sense of cohesiveness throughout a lesson. This cohesiveness will come if you view each phase as building on the previous phase and leading up to the next, The most common approach to doing this is the Before, During, and After or Pre, During, and Post (whichever term you prefer). Cloud, Genesee, and Hamayan (2000) gave these phases the following labels in describing their purpose:

- Preview Phase
- Focused-Learning Phase
- Expansion Phase.

- **Move from receptive to productive**

Recognizing that any activity may make use of multiple skills, you would want to keep the receptive skills of listening and reading positioned in the center of the circle during the earlier stages of the lesson. This could also include time spent reading or listening at home in preparation for class.

- **Use scaffolding**

Make sure that you are giving students enough structure and support, particularly in early stages of a lesson or activity. This could include cloze gap activities, graphic organizers, and formulaic expressions or phrases. Gradually reduce this scaffolding as students advance.

- **Build in many meaningful opportunities for practice**

In a CBI class, it is particularly important to allow students to practice using English for the kinds of tasks they will encounter in their university studies. This includes the principles of reading to learn, listening to read, reading to listen, etc.

- **Provide variety**

Make use of a variety of instructional approaches, activities and grouping strategies. Students will be more motivated and engaged if you keep an appropriate pace and have a variety of structured or semi-structured activities than they will be if you rely too heavily on lengthy full-group discussions of the reading students have done.

What strategies can I use to skillfully teach in an integrated-skills environment?

Strategies for avoiding vague or un-focused teaching

- Be clear about what skill will be at the center of each activity you do
- Clearly articulate your objectives as part of your lesson planning
- Articulate how a particular activity will help students accomplish the objective set
- Articulate how you will determine that your objectives have been met
- Use a global template

Strategies for enhancing student motivation

- Use a variety of different kinds of activities
- Appropriately pace activities so that they do not seem either rushed or tedious
- Focus on depth and not breath in your treatment of the content
- Make learning relevant to students' needs
- Provide a sense of closure before moving on to new activities or new content
- Provide appropriate levels of scaffolding—not too much and not too little

Strategies for providing scaffolding

- Use graphic organizers
- Provide written instructions as well as vocal
- Provide preview questions before listening or reading passages
- Discuss relevant vocabulary prior to reading or listening activities
- Provide students with examples of formulaic phrases and expressions they can use in their speaking
- Create cloze gap activities to accompany listening and reading passages
- Provide PowerPoint templates for formal presentations
- Assign more proficient students to help less proficient students
- Provide guided discussion questions for group and class discussions
- Model appropriate responses wherever possible
- Listen to or read passages multiple times, moving from overall comprehension to attention to specific details

References

Cloud, N., Genesee , F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education.* Boston , MA : Heinle & Heinle.

Snow, M. A. (2001). Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 303-318). Boston, MA: Heinle & Heinle.

Snow, A. S., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL Quarterly*, 23, 201-217.

4. Successfully avoid CBI assessment pitfalls.

What are some CBI assessment pitfalls?

Assessment is never a simple task, particularly language assessment. Content-based instruction further complicates the practice of assessment by introducing new challenges into the assessment arena. Some of those challenges include:

- Separating language and content
- Using assessments that integrate language skills
- Assessing preparation for academic studies
- Providing usable feedback on specific skills
- Using "authentic" tests

When we look at assessment in CBI contexts, we must factor in the purpose for instruction, the additional content element, and the need for students to understand what they will be held accountable for. Since assessment is one way that an institution clarifies its instructional objectives, it is extremely important that our assessment be in line with the expectations of the program.

What do I need to know about L2 assessment in general?

> *"Assessment is an essential tool for verifying that educational goals have been met and modifying instruction by providing teachers and students with the feedback they need to gauge progress and improve teaching and learning" (May-Landy, 2000 p. 224)*

Sometimes teachers may wonder why they need to assess students, particularly when there barely seems to be enough time for appropriate teaching and practice. The Center for Research in Applied Linguistics, or CARLA, provides the following rationales for why assessment is important, summarized in the table below.

To find out:	Teachers need to:	Learners need to:
• if instruction was effective, • if students need more instruction, • if students are ready for the next step, • If a different approach is required, • how instruction can be improved the next time this lesson is taught.	• provide diagnostic and formative feedback to learners, • gather information for reporting purposes (grades), • identify the appropriate level for a new student (placement), • determine whether or not a student meets program requirements (certification), • motivate learners to study and make steady progress.	• know what is expected of them, • know what they can do to improve their performance, • understand what will comprise their course grade, • perceive evaluation as fair and meaningful.

Figure 4: "Why assess?" (www.carla.umn.edu/assessment/VAC/WhyAssess/p_3.html)

In order to fulfill these purposes for assessment, it is important that students in a language class receive a variety of ***formative*** and ***summative*** assessment throughout the semester. In addition, following a few basic principles of good assessment are important in any setting:

Validity
- Are you testing what you say you're testing?
- Is what you say you're testing reflected in what you're teaching your students?

Reliability
- Are your assessments designed and administered in such a way that a student would consistently receive the same score on multiple versions of the test?

Washback
- Are your assessment practices reinforcing the learning you would like to have take place in your classroom? (positive washback)
- Or, are they in conflict with your ideal classroom practice? (negative washback)

What do I need to know about assessment in CBI settings?

Good assessment can establish a sense of commitment and accountability among students and teachers; however, when students enter into a CBI classroom, they may be unsure what will be expected of them, which makes it difficult to establish that mutual relationship. Providing appropriate assessment will help to clarify the aims of the program and provide needed accountability among teachers and students. As students begin to see the connection between the ways they are assessed in their CBI classes and the ways they have been assessed in other language classes, they will start to understand that CBI courses are just language courses by another name, and not something to be intimidated by.

You may need to think about how to structure assessment tasks

> *"Used constructively, accountability can function in similar fashion to a learning contract in which students' willingness and motivation to follow the curriculum involve an implicit acceptance of their role as active participants" (May-Landy 200, p. 225)*

The following are some things you will want to think about as you structure your assessments:

Use authentic academic tasks—In a CBI class, students are being prepared for academic studies in English and the classroom activities should reflect this purpose. As a result, assessment practices should also reflect this purpose.

Use integrated-skills tasks—Consider the integrated nature of most academic tasks. Part of the reason that academic reading, listening, speaking, and writing are so much more demanding than non-academic varieties is that academic settings require students to make use of information from multiple sources and to bring it together in an appropriate synthesis, similar to what is now done in the speaking and writing sections of the iBT TEOFL.

You may need to clarify the purpose of each assessment for your students

Working in an integrated skills environment in which you are seeking to use authentic academic tasks and activities can have some important implications for assessment. Just as figure 3 in the previous section with the large circle surrounded by many smaller ones can be useful in helping you clarify what the central focus of any given activity will be, it can also be helpful to think about what your central focus will be for any given assessment. Clarifying the purpose and specific skill-focus for each assessment allows students to feel like they can have some affect on the outcome, which then motivates and recommits them to being diligent in their studies. In addition, if you do not clarify the focus, you find it very difficult to give students useful and specific feedback, not to mention a grade for a specific skill such as reading or speaking.

You may need to think about how you separate language and content

As a language-driven CBI program, the ELC aims to promote proficiency in academic English and assessment practices should reflect this fact. We should not be assessing students directly on their content knowledge.

> *"Is it possible for language instructors to avoid considering content knowledge in these [CBI] courses and to evaluate only second language capabilities? The answer is no…" (Brinton, Snow, and Wesche, 1989, p. 182)*

However, it is not always easy to separate language and content in assessment. The very nature of language is that there must be some form of content. We cannot test students' comprehension of main ideas without testing their comprehension of content, because that is exactly what the main ideas are. Since we cannot always separate language and content, we need to ensure that the content we do use is not too cognitively demanding for our students. It may be helpful to think in terms of what a typical American high school student would be able to handle. In addition, while we don't want to use content that is too cognitively undemanding, we also do not want to give students the impression that they must devote long hours to memorizing concepts from their content reading. Some ways that we can avoid this could include:

- Allowing students to use their books on assessments
- Allowing students to use notes prepared in advance for assessments
- Assessing students on their critical analysis of content, not just their comprehension
- Assessing students on strategy use

Always consider the objectives of the program and the objectives you have set yourself

Consider the objectives of the program as well as your specific objectives for students as you put together your assessments. Ask yourself how the assessment you have designed will demonstrate students' mastery of those objectives. Whenever possible, consider your assessment plans as you are planning for class instruction. That way, you will be able to focus on instructional activities that are in line with what students will ultimately be asked to perform in an assessment. Assessment should always be informed by specific objectives rather than simply motivated by a need to provide students with a grade.

> *"Instruction and assessment go hand-in-hand, and planning for assessment and planning for teaching should be done at the same time." (Met 1994,* Planning for assessment section*, para. 1)*

In addition, always clarify the purpose of an assessment both to yourself and to your students. For example, it would be inappropriate, to use a detailed true-false reading quiz to test students reading, if the reading was done as extensive reading. Being clear about what your objectives are will help you to provide useful, accurate, and reliable feedback to students. As students begin to see direct connections between the objectives of the course and the types of assessments, scores, and feedback they receive, they will be more motivated to become autonomous learners and to take responsibility for their own learning. When they do not see this connection, they feel discouraged and are not sure what they can do to improve their performance.

Provide formative assessment in addition to summative

Most of us are familiar with summative assessment. We may not, however, be as familiar with formative assessment. Boston (2000), explains that *"…Teachers can build in many opportunities to assess how students are learning and then use this information to make beneficial changes in instruction. This diagnostic use of assessment to provide feedback to teachers and students…is called formative assessment. It stands in contrast to summative assessment, which generally takes place after a period of instruction and requires making a judgment about the learning that has occurred." (Boston 2000, para. 1)*

What strategies can I use to skillfully avoid CBI assessment pitfalls?

Strategies for separating language and content

- Have another native speaker read or listen to the passage and complete the assessment
- Provide the content to the students as part of the assessment
- Avoid content that is too cognitively demanding
- Wherever possible, assess students' ability to synthesize content rather than memorize it
- Emphasize what students can do with the content rather than what they know about it
- Provide definitions for words that may cause students unnecessary difficulty
- Allow students to use/take notes during assessments
- If not against current policies, allow students to use English language dictionaries during assessments
- Discuss assessment results with struggling students to shed light on possible causes of failure
- Have clear language objectives in mind with each assessment

Strategies to avoid negative wash-back

- Make sure assessments mirror classroom practices
- Make sure classroom practices mirror assessment
- Provide feedback that is in line with the ELC's language focus
- Assess students in ways that are in line with authentic academic tasks
- Always have a clear focus to each part of an assessment and make it clear to students
- Make sure assessments are in line with stated objectives
- Use assessment types that promote critical thinking and synthesis
- Use class time to practice the kinds of tasks students will need to perform on assessments

Strategies for providing formative assessment

- Create structured activities that encourage peer and self-review
- Have students reflect on what they have learned during a particular class
- Have students write down their understanding of some concept before and after discussing it
- Hold interviews with students to determine their progress
- Frequently ask open ended questions and promote student responsiveness
- Have students keep a metacognitive journal
- Ask students to summarize the main points from the reading.
- Have students create a knowledge map (outline) of the reading (chapter, article, etc).
- Ask students to describe three things they learned from the reading.
- Ask students what they understood the best from the reading.
- Ask students what questions they have after doing the reading (or while reading).
- Ask students what strategies they used while reading
- Ask students to express their opinion on specific ideas introduced in the reading.
- Have students create a timeline based on the information in the reading.
- Have students rate their comprehension on a scale of 1 to 5.
- Ask students to relate something in the reading to their own lives and explain how it relates.

References

Boston, C. (2002). The concept of formative assessment. *Practical Assessment, Research & Evaluation*, 8(9). Retrieved January 8, 2009 from http://PAREonline.net/getvn.asp?v=8&n=9

Brinton, D., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction*. Boston: Heinle & Heinle Publishers.

May-Landy, L. (2001). Linking assessment to the content-based curriculum. In M. Pally (Ed) *Sustained content teaching in academic ESL/EFL : A practical approach* (pp. 223-239). Boston, MA: Houghton Mifflin Company.

Met, M. (1994). Teaching Content Through a Second Language. In F. Genesee (Ed.), *Educating second language children: The whole child, the whole curriculum, the whole community* (pp. 167-179). Cambridge: Cambridge University Press. Retrieved February 12, 2009 from http://www.carla.umn.edu/cobaltt/modules/index.html?assessment/main.html

TAB 4

Additional Resources

A variety of resources to assist you in teaching your CBI class

Overview:

1. General resources for instructional strategies in CBI.
2. Resources for speaking-focused activities in CBI.
3. Resources for listening-focused activities in CBI.
4. Resources for reading and vocabulary-focused activities in CBI
5. Important resources for expanding your understanding of CBI.

Originally compiled by Melinda Hardman
BYU English Language Center
4/22/2009

Table of Contents

Additional Resources Section 1

1. General resources for instructional strategies in CBI

Carla's Instructional Strategies for CBI module

This instructional module can be found at:
http://www.carla.umn.edu/cobaltt/modules/index.html?strategies/main.html

It contains examples and ideas for using the following instructional strategies in your teaching:

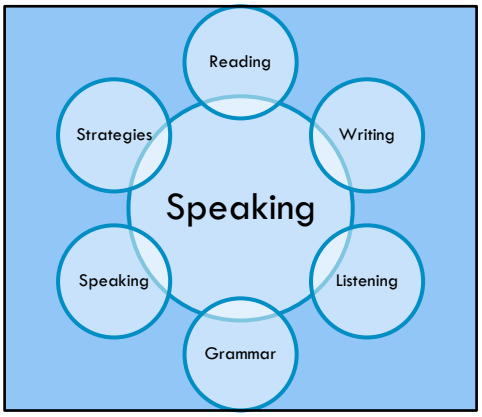
- Building Background
- Using Learning Phases
- Integrating Modalities
- Using Scaffolding Techniques
- Using Graphic Organizers
- Contextualizing Grammar
- Providing Meaningful Input
- Maximizing Output
- Giving/Receiving Feedback
- Using Learning Strategies

Graphic Organizers

There are innumerable graphic organizers available that can be used in a variety of ways in your teaching. A simple Google search will pull up more options than you could possibly use. The following templates are available for download and modification from:
http://www.carla.umn.edu/cobaltt/modules/strategies/gorganizers/EDITABLE.HTML

The 5 Ws (Who/What/Where/When/Why)
Cause and Effect Flow Chart
Cause and Effect Flow Chart with Multiple Causes
Comparison & Contrast Chart
Concept Ladder
Decision-Maker's Flow Chart
Factual & Complex Questions
The Fishbone
The Frame
Gathering Grid
KWPL (Know/Want to know/Predict/Learned)
PMI (Plus-likes/Minus-dislikes/Interesting Questions)
Prediction Tree
Problem-Solving Chart
Question Matrix
The Scales
Structured Overview
T-Chart
Timeline
Venn Diagram

Additional Resources Section 2



2. Resources for speaking-focused activities in CBI

The following resources give various approaches that could be used in speaking-focused CBI activities.

Books

New Ways in Content-Based Instruction

Brinton, D.M. & Masters, P. (Eds.). (1997). *New Ways in Content-Based Instruction.* Alexandria, VA: TESOL.

This book contains a variety of activities designed for content-based instruction classrooms. The activities are divided up into the following categories:
Part 1. Information Management
Part 2. Critical Thinking
Part 3. Hands-On Activities
Part 4. Data Gathering
Part 5. Text Analysis and Construction

Examples of speaking-focused activities contained in this resource that would be appropriate for our students include:

"From Debate to Essay"—pg. 33	Evokes large group and class discussion of controversial issues. Could be used in collaboration with writing teacher.
"How Do You Feel About…?"—pg. 44	Allows students to articulate their values and opinions on specific topics, particularly controversial topics, within a small group.
"Town Meeting"—pg. 46	Simulates a town meeting in which students are given specific problems for which they must discuss the advantages and disadvantages of possible solutions.
"Synthesizing Content on a Continuum"—pg. 61	Uses a continuum to structure group discussions of content by prompting students to organize various ideas onto a continuum. Could be used in preparation for group presentations to the class.
"A Gambit-Driven Debate"—pg. 64	Integrates reading and speaking and provides commonly used phrases in preparation for structured debates on controversial issues and differing viewpoints.
"Speaking Out About the Issue"—pg. 73	Involves role-playing in pairs on various issues using pre-established roles written on index cards.
"Feeling Empathy"—pg. 85	Role-playing activity that has students react to various situations while the teacher or opposing group acts as "devil's advocate".

Online Resources

Landmark Supreme Court Cases—Scored Discussions

http://www.landmarkcases.org/scored_discussion.html

Uses famous Supreme Court Cases as the topic of discussion, but content from other areas could be substituted. Gives guidelines for how small group discussions could be structured and assessed. Good example of formative assessment.

Leading Issues Presentations PowerPoint template

Can be downloaded from:
http://sks.sirs.com.erl.lib.byu.edu/cgi-bin/hst-table-display?id=SUT0403-0-3518&file=toolbox.html
(requires BYU log-in)

Under the heading: How to create a Powerpoint Presentation

Leading Issues Presentations Semi-structured Debate Outline

Can be downloaded from:
http://sks.sirs.com.erl.lib.byu.edu/cgi-bin/hst-table-display?id=SUT0403-0-5869&file=toolbox.html

Under the heading: How to create a Debate Outline

Computer Programs

Audio Recording

There are three main programs available at the ELC which students can use to record themselves to for structured speaking practice. These are:

Audacity

Word Notebook (only available using Word for Macs)

Sound Studio

PowerPoint also offers some recording options, such as recording in real-time as you are going through the slides in a presentation.

For more information on any of these programs, talk with the current CSRs in the computer lab.

Video Recording

The ELC has a video camera available that teacher can use on their own or with the assistance of a CSR to video record students. CSRs can then take the video recording and create a DVD which could then be viewed on a regular DVD player or using an LCD projector.

Computers in the computer lab are also equipped with video camera and video recording software that students could use to record themselves speaking. This can be helpful if you want to ensure that students are not reading from their notes while speaking.

Additional Resources Section 3

3. Resources for listening-focused activities in CBI

Video Collections

The ELC owns a variety of documentaries and videos/DVDs on academic topics. In addition, teachers who are not currently enrolled as students at BYU have the ability to check videos/DVDs out from the HBLL for several weeks at a time. If you are a current student (and therefore do not have that privilege), talk to one of the full-time faculty in advance and they can obtain the video/DVD you would like to use for you.

Online Resources

There are endless possibilities for finding listening activities on the Internet. The following represent a small sampling of what can be found:

Video Searches
http://video.google.com/
http://video.yahoo.com/

Video Discussion Boards
http://fora.tv/
http://www.bigthink.com

News Broadcasts
http://www.npr.org
http://www.bbc.com
http://www.foxnews.com/video/

ESL Websites
http://www.bbc.co.uk/worldservice/learningenglish/
http://www.esl-lab.com/

Educational Websites
http://www.pbs.org/

Other Random Websites
http://www.storycorps.net

Creating Your Own Listening Passages

Teacher-presented Lectures

Teachers can construct short lectures based on the content to be covered using PowerPoint or other presentation techniques. These lectures should be semi-scripted, so that teachers know in advance what they plan to say (thus allowing them to hold students accountable for it) but do not simply read from a script, as this would not provide the kind of authentic listening experience students need.

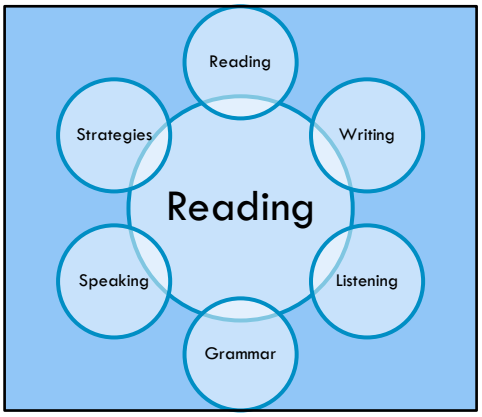
Teacher-made Recordings

Teacher sometimes find it helpful to record their own listening passages when they need something with very particular specifications. This can be done fairly easily using the following:

Audacity
Sound Studio
PowerPoint also offers some recording options, such as recording in real-time as you are going through the slides in a presentation.

For more information on any of these programs, talk with the current CSRs in the computer lab.

Additional Resources Section 4



4. Resources for reading and vocabulary-focused activities in CBI

Books

New Ways in Content-Based Instruction

Brinton, D.M. & Masters, P. (Eds.). (1997). *New Ways in Content-Based Instruction.* Alexandria, VA: TESOL.

This book contains a variety of activities designed for content-based instruction classrooms. The activities are divided up into the following categories:
Part 1. Information Management
Part 2. Critical Thinking
Part 3. Hands-On Activities
Part 4. Data Gathering
Part 5. Text Analysis and Construction

Examples of speaking-focused activities contained in this resource that would be appropriate for our students include:

"Vocabulary Classification"—pg. 3	A simple activity that encourages students to think about relationships among content-specific vocabulary.
"Expanding Academic Vocabulary"—pg. 5	Helps students to separate vocabulary that deals with particular content from vocabulary that is more general.
"Whom Should You Believe?"—pg. 90	Focuses on detecting bias in an author's writing and understanding the author's point of view.
"Observation or Interpretation, That is the Question"—pg. 16	Helps students use written cues to identify when an author is stating an observation vs. an interpretation.
"'Wh' the Issue—Where Is It? What Is It?"—pg. 97	Outlines a critical reading activity that requires students to quickly identify "issue statements"

The Master Teacher Series: Reading Comprehension

Schacter, J. (2006). *The Master Teacher Series: Reading Comprehension.* Stanford, CA: The Teaching Doctors.

This book contains a variety of strategy/comprehension based activities for teaching reading. Although it is catered to elementary school children, the activities can easily be adapted to fit the needs of students in CBI courses. Topics covered include:

Questioning
Summarizing
Text Structure
Prior Knowledge
Comprehension Monitoring

Question Answering
Multi-strategy Instruction

Ten Steps to Improving College Reading Skills

Langan, J. (2008). *Ten Steps to Improving College Reading Skills*. West Berlin, NJ: Townsend Press, Inc.

This book contains readings and activities for ten basic steps to improving academic reading. The ten steps outlined are:

Vocabulary in context
Main ideas
Supporting details
Implied main ideas
Relationship I
Relationships II
Inferences
Purpose and tone
Argument
Critical reading

The Opposing Viewpoints Series

A series of books on current issues published by Greenhaven Press aimed at a high school age audience, which attempts to explore different opinions in a balanced way, looking at both sides of an issue.

A list of books in the series can be found at:

http://en.wikipedia.org/wiki/Opposing_Viewpoints_series

Additionally, some of the viewpoints contained in the books can also be found online. Try clicking on the link for a particular book at the above website to see if any of these have been linked to Wikipedia.

To find hard copies of the books, do a search at your local library using the search term: Opposing viewpoints. Many of these books are available at the HBLL and the Provo Public Library.

Online Resources

Leading Issues PDF Research Guides

A variety of "leading issues" can be found at the following website:

http://sks.sirs.com.erl.lib.byu.edu/cgi-bin/hst-portal-display?id=SUT0403-0-5869

After clicking on a leading issue, you will see a link in the upper right-hand corner to the PDF Research Guide available on that issue. These research guides are compilations of three articles in favor and three articles opposed to the leading issue.

Vocabulary Resources

http://www.wordsift.com/ is a website that allows you to cut and paste the text from a reading passage into a text field and then run an analysis on the passage showing word frequencies, associations, and images.

Additional Resources Section 5

5. Important resources for expanding your understanding of CBI

TESOL Virtual Seminar and Resource Guide

On Wednesday, May 21, 2008, the ELC broadcasted a Virtual seminar entitled:
"The Evolving Architecture of CBI", with Marguerite Ann Snow and Donna Brinton.
The broadcast was recorded and is available to all teachers interested in CBI for viewing. The following is a helpful resource guide that accompanied the presentation, put together by Marguerite Snow and Donna Brinton.

The Evolving Architecture of Content-Based Instruction

TESOL Virtual Seminar: Discussion Questions & Resources

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Following up on our TESOL Virtual Seminar, we are suggesting several discussion arenas that seminar participants might want to explore—either individually or with others at their schools/institutions. Each of these discussion arenas presumes familiarity with a core reading. We also suggest ancillary readings that discussion group members might wish to consult to gain additional familiarity with content-based instruction (CBI). For each arena, we include discussion questions that draw on the core readings and group members' teaching experiences. Finally, we provide a list of selected references on CBI.

Objectives of the Discussion Arenas

1. to familiarize teachers with CBI and the methodologies used in conjunction with it
2. to provide awareness of variations in the implementation of this curricular model (e.g., theme-based instruction, sheltered content instruction, and linked or adjunct models)
3. to allow discussion of which models of CBI are most applicable to the various educational sectors
4. to provide participants with a rational basis for designing, developing, implementing, and evaluating content-based instructional programs in English as a Second Language in academic settings, i.e., for university bound students in secondary schools or intensive language institutes and for students enrolled in university ESL
5. to create a forum for discussing the application of CBI to global settings

Discussion Arena #1 – *Overview of CBI*

This discussion arena is devoted to examining the concept of academic language proficiency. Its central question is "What is CBI and how does it differ from other current approaches to English language teaching?" The core reading summarizes the three "prototype" models discussed in our virtual seminar and examines its core principles.

Core reading:

Brinton, D. M. (2003). Content-based instruction. In D. Nunan (Ed.), *Practical English language teaching* (pp. 199-224). New York: McGraw-Hill. Donna M. Brinton Discussion Questions and Resources Marguerite Ann Snow TESOL Virtual Seminar: CBI

Ancillary readings:

Brinton, D. M., Snow, M. A., & Wesche, M. (2003). Putting content-based second language instruction in context. In Content-based second language instruction (classics ed., pp. 1- 13). Ann Arbor: University of Michigan.

CARLA. (n.d.) C*ontent-based second language instruction: What is it?* Retrieved May 15, 2008 from http://www.carla.umn.edu/cobaltt/cbi.html

Richards, J. D., & Rodgers, T. S. (2001). Content-based instruction. In *Approaches and methods in language teaching* (2nd ed., pp. 204-222). Cambridge, UK: Cambridge University Press.

Possible topics for extended discussion

1. The readings present a rationale for content-based instruction. What part of this rationale do you find most compelling?
2. Which of the "prototype" models appears most appropriate to your setting? What potential obstacles do you see in implementing this model?
3. Assume you are to design your current curriculum around themes that are of interest and relevance to your population. Name ten themes that seem to fit these criteria.
4. What challenges to teachers face balancing language and content? How does the balance shift in the three prototype models?

Discussion Arena #2 – *Appropriating the Model to Fit a Variety of Settings*

CBI is a broad-based approach that aims at the increased language proficiency of students through exposure to cognitively challenging, grade-appropriate content. This discussion arena is devoted to an examination of this pedagogical approach and the ways in which CBI can "flex" to fit a variety of educational settings.

Core readings:

Brinton, D. M., Snow, M. A., & Wesche, M. B. (2003). Putting content-based second language instruction in context. In *Content-based second language instruction* (classics ed., pp. 1- 13). Ann Arbor: University of Michigan.

Snow, M. A. (1991). Content-based instruction: A method with many faces. In J. Alatis (Ed)., *Linguistics and language pedagogy: The state of the art* (pp. 461-470). Washington, DC: Georgetown University Press.

Ancillary readings:

Brinton, D. M. (2001). A theme-based literature course: Focus on the city of angels. In J. Murphy & P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 281-308). Ann Arbor, MI: University of Michigan Press.

Brinton, D. M. (2007, July). *Two for one? Language enhanced instruction.* Paper delivered at the TESOL ESP Symposium, Buenos Aires, Argentina. Available at: http://www.tesol.org/s_tesol/trc_genform.asp?CID=1253&DID=7561

Brinton, D. M., & Jensen, L. (2002). Appropriating the adjunct model: English for academic purposes at the university level. In J. Crandall & D. Kaufman (Eds.), *Content-based instruction in higher education settings* (pp. 125-138). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Crandall, J., & Kaufman, D. (2002). Content-based instruction in higher education settings: Evolving models for diverse contexts. In J. Crandall, & D. Kaufman (Eds.), *Content-based instruction in higher education settings* (pp. 1-12). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Echevarria, J., & Graves, A. (2003). *Sheltered content instruction: Teaching English-language learners with diverse abilities* (2nd ed.). Boston: Allyn & Bacon.

Holten, C. (1997). Literature: A quintessential content. In M. A. Snow, & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 377-388). White Plains, NY: Longman.

Iancu, M. A. (2002). To motivate and educate, collaborate and integrate: The adjunct model in a bridge program. In J. Crandall, & D. Kaufman (Eds.), *Content-based instruction in higher education settings* (pp. 139-154). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Mohan, B. A. (1986). Language as a medium of learning. In *Language and content* (pp. 1-24). Reading, MA: Addison-Wesley.

Murphey, T. (1997). Content-based instruction on an EFL setting: Issues and strategies. In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 117-131). White Plains, NY: Longman.

Snow, M. A., & Kamhi-Stein, L. D. (Eds.). (2006). *Developing a new course for adult learners.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

Stoller, F. (2002). Content-based instruction: A shell for language teaching or a framework for strategic language and content learning. Retrieved November 11, 2007, from http://www.carla.umn.edu/cobaltt/modules/strategies/Stoller2002/READING1/stoller2002.htm

Teachers of English to Speakers of Other Languages (TESOL). (2006). *PreK-12 English proficiency standards.* Alexandria, VA: Author.

Possible topics for extended discussion

1. "In the more traditional view that regards language in isolation, the language teacher's concern was with language only, and the chemistry teacher's concern was with chemistry. It was supposed that there was no overlap and no demarcation problem…But to look at the communicative environment of learners…we must ask what is the relationship between language classes and content classes. This means that we must look at language and learning across the whole curriculum: language and learning in the content class, as well as language and learning in the language class (Mohan, 1986, p. 7)." How do you react to this statement? What are its implications for your educational setting?
2. In your opinion, are teaching faculty at your school or institution ready to make the "dual commitment" (Stoller, 2002) to language and content learning? What objections might be raised to this plan?
3. Brinton & Jensen (2002) and Iancu (2002) discuss ways in which CBI has "flexed" to meet different educational settings/contexts. In which ways do the variations of the adjunct model they discuss differ from the "prototype" adjunct models discussed in the virtual seminar? Are the settings they describe similar to that in which you teach? If so, how might you adapt the models they have created to fit your educational setting?
4. Murphey (1997) discusses the challenges of implementing CBI in a traditional language teaching setting in Japan where students, teachers, and administrators had to be convinced of the value of CBI. What kind of challenges would your school/institution face in converting from a more traditional ESL/EFL curriculum to a CBI curriculum?
5. Holten (1997) and Brinton (2001) discuss using CBI to teach literature. What is their primary rationale? Could you envision creating a similar literature-based CBI course at your institution? If so, what theme and/or works of literature would you select?
6. In the U.S. K-12 public school setting, English language learners must be prepared to learn academic English to succeed in all subject areas. TESOL's *PreK-12 English proficiency standards* present standards for social, intercultural, and instructional purposes in language arts, mathematics, science, and social studies. Review the standards. How do they reflect CBI?

Discussion Arena #3 – *CBI or ESP?*

In the field of teaching English to speakers of other languages, English for specific purposes (ESP), English for academic purposes (EAP), and CBI frequently encroach upon each other's territories, causing many to pose the question: Where are the boundaries? This confusion is made all the more marked by competing claims in the literature about where the boundaries between ESP, EAP, and CBI lie. In this discussion arena, we will examine sources that seek to clarify this issue by proposing that CBI is a type of syllabus that provides the central organizing force for general purpose, ESP, and EAP courses.

Core reading:

Brinton, D. M. (2007, July). *Two for one? Language enhanced instruction*. Paper delivered at the TESOL ESP Symposium, Buenos Aires, Argentina. Available at: http://www.tesol.org/s_tesol/trc_genform.asp?CID=1253&DID=7561

Ancillary readings:

Eskey, D. E. (1997). Syllabus design in content-based instruction. In M. A. Snow, & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 132-141). White Plains, NY: Longman.

Johns, A. M. (1997). English for specific purposes and content-based instruction: What is the relationship? In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 363-366). White Plains, NY: Longman.

Master, P. (1997/98, December/January). Content-based instruction vs. ESP. *TESOL Matters*, 6.

Master, P., & Brinton, D. M. (1998) *New ways in English for specific purposes*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Wilkins, D. A. (1976). *Notional syllabuses*. Oxford: Oxford University Press.

Possible topics for extended discussion

1. How would you differentiate ESP and CBI?
2. Wilkins (1976) defines two types of syllabi: (1) The synthetic syllabus, wherein the course developer analyzes and breaks the language system down into learnable "bits" to present to the learner and the learners' task is to put together or synthesize the discrete elements that make up the whole; and (2) the analytic syllabus, wherein the course developer identifies and selects topics, texts, or tasks that are relevant to the learners' needs and interests; the learner's task is to whole apart and analyze its constituent parts, in the process gaining mastery of the system. In your opinion, which of these statements best describes CBI? Why?
3. "…[The] content-based syllabus is best viewed as an even newer attempt to extend and develop our conception of what a syllabus for a second-language course should comprise, including a concern with language form and language function, as well as a crucial third dimension—the factual and conceptual content of such courses" (Eskey, 2003, p. 135). Do you agree with this statement? Why or why not?
4. According to Master (1997/98) and Master and Brinton (1998), CBI is simply a type of syllabus, like grammatical, notional/functional/situational, rhetorical, and task-based. ESP, on the other hand, is simply a domain of English language teaching that makes substantial use of the CBI syllabus. How does this explanation differ from your previous conception of CBI and ESP?
5. Master (1997/98) and Master and Brinton (1998) argue that CBI can be used in both English for General Purposes courses (e.g., a course on consumer education containing visitor information about San Francisco) or in ESP courses (e.g., a science course with information about photosynthesis). Discuss how these two courses would differ from each other.

Discussion Arena #4 - *Issues in Faculty Development*

An underlying premise of CBI is that faculty members are prepared to assume additional responsibilities vis-à-vis the teaching of language and content. Given this premise, it is clear that regardless of the model of CBI selected, faculty development is a mandate. This discussion arena is concerned with (1) the faculty competencies needed to deliver instruction in English and (2) pedagogical adjustments that help facilitate increased student comprehension of the target material. Additionally, it seeks to examine faculty development efforts undertaken to better equip faculty members to deliver content in English to L2 English speakers.

Core readings:

Snow, M. A., & Kamhi-Stein, L. D. (2002). Teaching and learning academic literacy through Project LEAP. In J. A. Crandall & D. Kaufman, (Eds.), *Content-based instruction in higher education settings* (pp. 169-181). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Stewart, T., Sagliano, M., & Sagliano, J. (2002). Merging expertise: Developing partnerships between language and content specialists. In J. A. Crandall & D. Kaufman, (Eds.), *Content-based instruction in higher education settings* (pp. 29-44). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Ancillary readings:

Bernier, A. (1997). The challenge of language and history terminology from the student optic. In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 95-103). White Plains, NY: Longman.

Echevarria, J., & Graves, A. (2003). Curriculum adaptations. In *Sheltered content instruction: Teaching English-language learners with diverse abilities* (pp. 121-149). Boston: Allyn & Bacon

Rosenthal, J. W. (1996). How instructors can help limited English proficient students in traditional science courses. In *Teaching science to language minority students* (pp. 92-103). Clevedon, Avon, UK: Multilingual matters.

Snow, M. A. (1997). Teaching academic literacy skills: Discipline faculty take responsibility. In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 290-303). White Plains, NY: Longman.

Srole, C. (1997). Pedagogical responses from content faculty: Teaching content and language in history. In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 104-116). White Plains, NY: Longman.

Possible topics for extended discussion

1. The core readings address interdisciplinary faculty collaboration efforts. How would you characterize the similarities and differences of these two faculty development efforts?
2. To what extent do the differences in setting and student populations color the decisions about what type of faculty development program to mount?
3. Which pedagogical accommodations do you think are most appropriate at your school/institution? How would you go about educating teachers to use these accommodation strategies?
4. Where does the responsibility rest for "filling the gaps" in students' academic literacy? Is this the responsibility of the students themselves? The content faculties? Whose?

Discussion Arena #5 – Critiques of CBI

As the saying goes, "There is no best method." CBI is only one approach currently being used to teach English as a second/foreign language. It has many advocates around the world. However, it also has its critics. This discussion arena focuses on the primary critiques of CBI. It also examines how, with appropriate adjustments, certain challenges can be overcome in order to successfully implement the model.

Core Reading:

Eskey, D. E. (1997). Syllabus design in content-based instruction. In M. A. Snow, & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 132-141). White Plains, NY: Longman.

Ancillary Readings:

Brinton, D. M. (2000). Out of the mouths of babes: Novice teacher insights into content-based instruction. In L. F. Kasper (Ed.), *Content-based college ESL instruction* (pp. 48-70). Mahwah, NJ: Lawrence Erlbaum.

Brinton, D. M., & Holten, C. (2001). Does the emperor have no clothes? A re-examination of grammar in content-based instruction. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 239-251). Cambridge, UK: Cambridge University Press.

Davison, C., & Williams, A. (2001). Integrating language and content: Unresolved issues. In B. Mohan, C. Leung, & C. Davison (Eds.), *English as a second language in the mainstream: Teaching, learning and identity* (pp. 51-70). London: Longman.

Dueñas, María. (2004). A description of prototype models for content-based instruction in higher education. BELLS: *Barcelona English Language and Literature Studies, 12*. Retrieved June 22, 2007 from http://www.publicacions.ub.es/revistes/bells12/PDF/art04.pdf

Goldstein, L., Campbell, C., & Clark Cummings, M. (1997). Smiling through the turbulence: The flight attendant syndrome and writing instructor status in the adjunct model. In M. A. Snow, & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 331-339). White Plains, NY: Longman.

Kinsella, K. (1997). Moving from comprehensible input to "learning to learn" in content-based instruction. In M. A. Snow, & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 46-68). White Plains, NY: Longman.

Master, P. (2000). Grammar in content-based instruction. In L. F. Kasper (Ed.), *Content-based college ESL instruction* (pp. 93-106). Mahwah, NJ: Lawrence Erlbaum.Murphy, J., & Stoller, F. (2001). Sustained-content language teaching: An emerging definition. *TESOL Journal, 10*(2-3), 3-5.

Possible topics for extended discussion

1. Eskey (1997) notes that content-based instruction, like many communicative language teaching approaches, tends to "come down hard on the side of fluency" and that thus "attending to grammar in any systematic way is difficult." He then suggests CBI practitioners must recognize that what they are teaching is not the *content*, but the *discourse* of this content. Elaborate on this distinction, and discuss what such an approach might look like in practice.
2. Brinton (2000), Brinton and Holten (2001), and Master (2000) respond to Eskey's critique that CBI neglects grammar. In principle, do they agree or disagree with Eskey? What possible solutions do they suggest?
3. Davison and Williams (2001), Dueñas (2004), Goldstein et al. (1997), and Kinsella (1997) offer critical appraisals of CBI. Summarize their respective concerns. Which do you see as serious impediments to implementing CBI? What solutions are offered?
4. A common critique of adjunct instruction--see, for example, Brinton (2000) and Goldstein et al. (1997)--is that language specialists do not have command of subject specific language—i.e., neither the terminology itself nor the genre conventions. Additionally, they lack background knowledge of the

core concepts and, in some cases, the ability to command these concepts. On the other hand, content specialists are not always well equipped to teach language, no do they always see this as their responsibility. Do you see this as a serious source of tension? Can it be resolved?

Discussion Arena #6 – Teacher preparation

"The very notion of converting to content-based teaching involves re-educating teachers to view their instructional domain and responsibilities quite differently than they might previously have. Unless adequately prepared for their new teaching duties, teachers will invariably have to fight the urge to rely on their traditional teaching techniques as well as on materials and lesson plans developed over the years for a different audience—many of which may be inconsistent with the goals of content-based programs" (Brinton, Snow, & Wesche, 2003, pp. 74-75). This discussion arena explores the critical issue of how best to prepare teachers to apply CBI in their day-to-day teaching, their lesson planning, and their curriculum/materials development efforts.

Core Reading:

Crandall, J. (1998). Collaborate and cooperate: Teacher education for integrated language and content instruction. *English Language Forum, 36*(1), 2-19.

Ancillary Readings:

Kaufman, D. (1997). Collaborative approaches in preparing teachers for content-based and language enhanced settings. In M. A. Snow, & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 175-186). White Plains, NY: Longman.

Murphey, T. (1997). Content-based instruction on an EFL setting: Issues and strategies. In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 117-131). White Plains, NY: Longman.

Snow, M. A., Kamhi-Stein, L. D., & Brinton, D. M. (2006). Teacher training for English as a lingua franca. *Annual Review of Applied Linguistics, 26*, 261-281.

Pasternak, M., & Bailey, K. M. (2004). Preparing nonnative and native English-speaking teachers: Issues of professionalism and proficiency. In L. D. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 155-175). Ann Arbor, MI: University of Michigan Press.

Teemant, A., Bernhardt, E., & Rodriguez-Munoz, M. (1997). Collaborating with content-area teachers: What we need to share. In M. A. Snow, & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 311-318). White Plains, NY: Longman.

Wilcox Peterson, P. (1997). Knowledge, skills, and attitudes in teacher preparation for content-based instruction. In M. A. Snow, & D. M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 158-174). White Plains, NY: Longman.

Possible topics for extended discussion

1. According to Crandall (1998), Kaufman (1997), and Teemant et al. (1997), a key tenet of CBI is the need for language and content faculty to collaborate. What benefits does such collaboration offer? What are its challenges?
2. The majority of English teachers around the world are non-native speaking teachers (NNESTs). According to Murphey (1997), Snow et al. (2006) and Pasternak & Bailey (2004), what additional challenges do those educating NNESTs face? How might CBI teacher educators and program administrators best address these challenges?
3. Wilcox Peterson (1997) lists the knowledge, skills, and attitudes that teacher educators should emphasize in their CBI teacher preparation courses. In your opinion, is this list complete? If not, what would you want to add to the list?
4. Read *TESOL's Position Statement on Teacher Preparation for Content-Based Instruction (CBI)*. What kind of teacher preparation program (pre-service or in-service) program would you design to develop the necessary competencies for teachers in your setting?

List of selected CBI references

Adamson, H. D. (1993). *Academic competence - Theory and classroom practice: Preparing ESL students for content courses*. New York: Longman

Benesch, S. (Ed.). (1988). *Ending remediation: Linking ESL and content in higher education*. Washington, DC: Teachers of English to Speakers of Other Languages.

Brinton, D. M. (2001). A theme-based literature course: Focus on the city of angels. In J. Murphy & P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 281-308). Ann Arbor, MI: University of Michigan Press.

Brinton, D. M. (2003). Content-based instruction. In D. Nunan (Ed.), *Practical English language teaching* (pp. 199-224). New York: McGraw Hill.

Brinton, D. M., & Holten, C. (1997). Into, through, and beyond: A framework to develop content-based material. *English Teaching Forum, 35*(4), 10-23.

Brinton, D. M., & Holten, C. A. (2001). Does the emperor have no clothes? A re-examination of grammar in content-based instruction. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 239-251). Cambridge: Cambridge University Press.

Brinton, D. M., & Master, P. (Eds.). (1997). *New ways in content-based instruction*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Brinton, D. M., Snow, M. A., & Wesche, M. B. (2004). *Content-based second language instruction*. Ann Arbor: University of Michigan Press.

Brinton, D., Frodesen, J., Holten, C., Jensen, L., & Repath-Martos, L. (1997). *Insights 2: A content-based approach to academic preparation*. White Plains, NY: Addison Wesley Longman.

Brinton, D., Jensen, L., Repath-Martos, L., Frodesen, J., & Holten, C. (1997). *Insights 1: A content-based approach to academic preparation*. White Plains, NY: Addison Wesley Longman.

Cantoni-Harvey, G. (1987). *Content-area language instruction: Approaches and strategies*. Reading, MA: Addison-Wesley.

Carrasquillo, A. L., & Rodríguez, V. (2002). *Language minority students in the mainstream classroom* (2nd ed.). Philadelphia: Multilingual Matters.

Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.

Crandall, J. (Ed.). (1987). *ESL through content-area instruction*. New Jersey: Prentice-Hall Regents.

Crandall, J. (1995). *ESL through content-area instruction*. McHenry, IL: CAL/Delta.

Crandall, J., & Kaufman, D. (Eds.). (2002). *Content-based instruction in higher education settings*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Echevarria, J., & Graves, A. (1998). *Sheltered content instruction: Teaching English-language learners with diverse abilities*. Boston: Allyn & Bacon.

Echevarria, J., Vogt, M. E., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model* (2nd. ed.). Boston: Pearson.

Farrell-Childers, P., Ruggles Gere, A., & Young, A. (Eds.). 1994). Programs and practices: *Writing across the secondary school curriculum*. Portsmouth, NH: Boynton/Cook.

Haley, M. H., & Austin, T. Y. (2004). *Content-based second language teaching and learning*. Boston: Pearson.

Hein, G. E., & Price, S. (1994). *Active assessment for active science: A guide for elementary school teachers*. Portsmouth, NH: Heinemann.

Jourdenais, R. M., & Springer, S. E. (Eds.) (2004). *Content, tasks and projects in the language classroom: 2004 conference proceedings*. Monterey, CA: Monterey Institute of International Studies.

Kasper, L. F. (Ed.). (2000). *Content-based college ESL instruction*. Mahwah, NJ: Lawrence Erlbaum.

Kaufman, D., & Crandall, J. (Eds.). (2005). *Content-based instruction in primary and secondary school settings*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Krueger, M., & Ryan, F. (Eds.). (1993). *Language and content: Discipline-and content-based approaches to language study*. Lexington, MA: D. C. Heath.

Lindquist, T. (1995). *Seeing the whole world through social studies*. Portsmouth, NH: Heinemann.

Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach*. Philadelphia: John Benjamins.
Met, M. (1999). *Content-based instruction: Defining terms, making decisions. NFLC Report*. Washington, DC: National Foreign Language Center.
Mohan, B. (1986). *Language and content*. Reading, MA: Addison-Wesley.
Mohan, B., Leung, C., & Davison, C. (Eds.). (2001). *English as a second language in the mainstream: Teaching, learning and identity*. Harlow, England: Longman.
Murphy, J. M., & Stoller, F. L. (Eds.). (2001, Summer/Autumn). Sustained-content language teaching: An emerging definition. *TESOL Journal, 10*(2/3). [Special theme issue]
Murphy, J., & Byrd, P. (Eds.). (2001). *Understanding the courses we teach: Local perspectives on English language teaching*. Ann Arbor: University of Michigan Press.
Pally, M. (Ed.) (2000). *Sustained content teaching in academic ESL/EFL*. Boston: Houghton Mifflin.
Peitzman, F., & Gadda, G. (Eds.) (1991). *With different eyes: Insights into teaching language minority students across the disciplines*. White Plains, NY: Longman.
Peregoy, S. F., & Boyle, O. F. (1993). *Reading, writing, and learning in ESL: A resource book for K-8 teachers*. New York: Longman.
Reiss, J. (2005). *Teaching content to English language learners: Strategies for secondary school success*. White Plains, NY: Pearson.
Richard-Amato, P. A., & Snow, M. A. (1992). *The multicultural classroom: Readings for content-area teachers*.
Rosenthal, J. W. (1996). *Teaching science to language minority students*. Clevedon, Avon, England: Multilingual Matters.
Rosenthal, J. W. (Ed.) (2000). *Handbook of undergraduate second language education*. Mahwah, NJ: Lawrence Erlbaum.
Saul, W., Reardon, J., Schmidt, A., Pearce, C., Blackwood, D., & Bird, M. D. (1993). *Science workshop: A whole language approach*. Portsmouth, NH: Heinemann.
Scott, J. (Ed.). (1992). *Science and language links: Classroom implications*. Portsmouth, NH: Heinemann.
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CARLA's (Center for Research in Language Acquisition) CoBaLTT Instructional Modules

This website can be accessed at: http://www.carla.umn.edu/cobaltt/modules.html

It contains the following instructional modules related entirely to CBI. Each module includes seminal articles reprinted with permission, along with guided discussions questions and activities related to the materials presented.

National Foreign Language Standards: includes information about the national Standards for Foreign Language Learning, and the framework that they provide for content-based language learning.

Principles of CBI: focuses on the background, principles, and research base for content-based instruction in second or foreign language contexts.

Curriculum Development for CBI: gives direction and guidelines for construction of CBI curriculum units and lessons.

Instructional Strategies for CBI: outlines the instructional techniques and practices that are essential to integrated language and content teaching.

Assessment for CBI: provides the background and principles of performance-based assessment and will emphasize the development and use of classroom-based formative and summative assessment tools for teachers (in conjunction with the Virtual Assessment Center) in the form of IPA's (Integrated Performance Assessments.

Technology for CBI: looks at the effective uses of technology in the content-based language classroom.

CARLA's *Content-Based Second Language Instruction: What is it?*

This document can be found at: http://www.carla.umn.edu/cobaltt/CBI.html

The text of the document has been included below. It contains a compilation of quotes from various articles and books on many of the fundamental characteristics of CBI.

Origins and Definitions

- Although it is most often associated with the genesis of language immersion education in Canada in 1965, content-based instruction is hardly a new phenomenon. We know that "until the rise of nationalism, few languages other than those of the great empires, religions, and civilizations were considered competent or worthy to carry the content of a formal curriculum" (Swain & Johnson, 1997, p. 1).

- CBI is "...the integration of particular content with language teaching aims...the concurrent teaching of academic subject matter and second language skills" (Brinton et al., 1989, p. 2).

- CBI approaches "...view the target language largely as the vehicle through which subject matter content is learned rather than as the immediate object of study" (Brinton et al., 1989, p. 5).

- CBI is aimed at 'the development of use-oriented second and foreign language skills' and is 'distinguished by the concurrent learning of a specific content and related language use skills' (Wesche, 1993).

- CBI is "...an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language" (Crandall & Tucker, 1990, p. 187).

What qualifies as 'content' in CBI?

- Curtain and Pesola (1994) limit the definition of CBI to those "...curriculum concepts being taught through the foreign language ... appropriate to the grade level of the students..." (p. 35).

- Genesee (1994) suggests that content '...need not be academic; it can include any topic, theme, or non-language issue of interest or importance to the learners' (p. 3).

- Met (1991) proposes that "... 'content' in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture" (p. 150).

- "...what we teach in any kind of content-based course is not the content itself but some form of the discourse of that content—not, for example, 'literature' itself (which can only be experienced) but how to analyze literature...for every body of content that we recognize as such—like the physical world or human cultural behavior—there is a discourse community—like physics or anthropology—which provides us with the means to analyze, talk about, and write about that content...Thus, for teachers the problem is how to acculturate students to the relevant discourse communities, and for students the problem is how to become acculturated to those communities" (Eskey, 1997, pp. 139-140).

- "...it is not so much the content itself, in terms of factual knowledge, but some form of the discourse of that content as it is constructed in the German-speaking world that is being taught...that means that it is critical that we explicitly teach on the basis of the assumptions, conventions, and procedures of their own L1 discourse communities (usually U.S.—American and English language) and toward the assumptions, conventions, and procedures of the L2=German language discourse communities" (Georgetown German Dept. website).

Content-Based Second Language Instruction: Rationale

Grabe & Stoller (1997) provide a detailed analysis of research to support content-based second language instruction. The key points of their analysis are summarized below in the categories they used to organize the findings. Additional research not cited in Grabe & Stoller is also included.

Support from SLA research:

- Natural language acquisition occurs in context; natural language is never learned divorced from meaning, and content-based instruction provides a context for meaningful communication to occur (Curtain, 1995; Met, 1991); second language acquisition increases with content-based language instruction, because students learn language best when there is an emphasis on relevant, meaningful content rather than on the language itself; "People do not learn languages and then use them, but learn languages *by using them*" (GUGD website) [see Georgetown stats]; however, both form and meaning are important and are not readily separable in language learning (e.g., Lightbrown & Spada, 1993; Met, 1991; Wells, 1994).

- CBI promotes negotiation of meaning, which is known to enhance language acquisition (students should negotiate both form and content) (Lightbrown & Spada, 1993).

- Second language acquisition is enhanced by comprehensible input (Krashen, 1982; 1985), which is a key pedagogical technique in content-based instruction; however, comprehensible input alone does not suffice—students need form-focused content instruction (an explicit focus on relevant and

contextually appropriate language forms to support content learning) (Lyster, 1987; Met, 1991; Swain, 1985).

- Cummins' (1981) notion of Cognitive Academic Language Proficiency (CALP) as contrasted with Basic Interpersonal Communication Skills (BICS) shows that students need to be learning content while they are developing CALP; there is not enough time to separate language and content learning; postponing content instruction while students develop more advanced (academic) language is not only impractical, but it also ignores students' needs, interests, and cognitive levels (consider severe time constraints on language study prescribed by U.S. higher education, Byrnes, 2000).

- CBI provides opportunities for Vygotskian-based concepts thought to contribute to second language acquisition—negotiation in the Zone of Proximal Development, the use of "private speech" (internally directed speech for problem-solving and rehearsal), and student appropriation of learning tasks (e.g., Lantolf, 1994; Lantolf & Appel, 1994).

- Language learning becomes more concrete rather than abstract (as in traditional language instruction where the focus is on the language itself) (Genesee, 1994).

- The integration of language and content in instruction respects the specificity of functional language use (it recognizes that meaning changes depending upon context) (Genesee, 1994).

- More sophisticated, complex language is best taught within a framework that focuses on complex and authentic content.

Research on Instructional Strategies that Support CBI and SLA

- CBI lends itself to cooperative learning, which has been shown to result in improved learning (Slavin, 1995; Crandall, 1993).

- CBI approaches, which promote the importance of learning strategies, provide the curricular resources for development of the strategic language and content learner (O'Malley & Chamot, 1990).

- CBI lends itself to the incorporation of a variety of thinking skills, and learning strategies which lead to rich language development, e.g., information gathering skills—absorbing, questioning; organizing skills—categorizing, comparing, representing; analyzing skills—identifying main ideas, identifying attributes and components, identifying relationships, patterns; generating skills—inferring, predicting, estimating (ASCD, *Dimensions of Thinking*) (Curtain, 1995; Met, 1991).

- Research on extensive reading in a second language shows that reading coherent extended materials leads to improved language abilities, greater content-area learning, and higher motivation (Elley, 1991); the Georgetown German program has based the curriculum on texts and genre and report exciting results in students' speaking and writing proficiency (see program evaluation at http://www.georgetown.edu/departments/german/curriculum/).

Support for CBI from Educational and Cognitive Psychology

- Anderson (1990; 1993) has proposed a cognitive learning theory for instruction that integrates attention to content and language. In this theory skills (including language) and knowledge follow a general sequence of states of learning from *the cognitive stage* (students notice and attend to information in working memory; they engage in solving basic problems with the language and concepts they're acquiring) to *the associative stage* (errors are corrected and connections to related knowledge are strengthened; knowledge and skills become proceduralized) to *the autonomous stage*

(performance becomes automatic, requiring little attentional effort; in this stage cognitive resources are feed up for the next cycle of problem solving, concept learning).

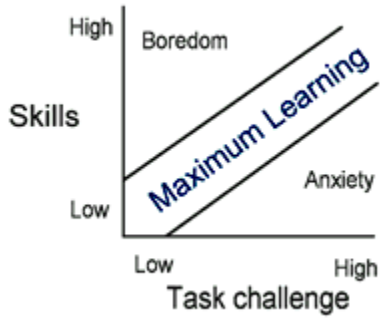
- The presentation of coherent and meaningful information leads to deeper processing, which results in better learning (Anderson, 1990) and information that is more elaborated is learned and recalled better.

- Information that has a greater number of connections to related information promotes better learning (it is more likely that content will have a greater number of connections to other information) (Anderson, 1990).

- Facts and skills taught in isolation need much more practice and rehearsal before they can be internalized or put into long term memory; coherently presented information (thematically organized) is easier to remember and leads to improved learning (Singer, 1990); information that has a greater number of connections to related information enhances learning, and content acts as the driving force for the connections to be made.

- Content-based instruction develops a wider range of discourse skills than does traditional language instruction (because of the incorporation of higher cognitive skills); Byrnes (2000) notes the increasing demands for high levels of literacy in languages other than English.

- When planned thoughtfully, content-based activities have the possibility of leading to "flow experiences," i.e., optimal experiences the emerge when personal skills are matched by high challenge (Csikszentmihalyi, 1997, in Grabe & Stoller, 1997 and Stoller, 2002) - *see graphic*.



- Content-based instruction provides for cognitive engagement; tasks that are intrinsically interesting and cognitively engaging will lead to more and better opportunities for second language acquisition; this is particularly important when one considers the inherent complexity of adult learning (Byrnes, 2000).

- Content-based instruction emphasizes a connection to real life, real world skills (Curtain, 1995); in content-based classes, students have more opportunities to use the content knowledge and expertise they bring to class (they activate their prior knowledge, which leads to increased learning of language and content material).

Program Outcomes that Support CBI

- Research conducted in a variety of program models (see Grabe and Stoller, 1997 for details) has shown that content-based instruction results in language learning, content learning, increased motivation and interest levels, and greater opportunities for employment (where language abilities are necessary)—the research has emerged in ESL K-12 contexts , FL K-12 (immersion and bilingual programs), post-secondary FL and ESL contexts, and FLAC programs.

- CBI allows for greater flexibility to be built into the curriculum and activities; there are more opportunities to adjust to the needs and interests of students.

- The integration of language and content throughout a sequence of language levels has the potential to address the challenge of gaps between basic language study vs. advanced literature and cultural studies that often exist in university language departments.

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