Implementing Content-Based Language Instruction in your Classroom

This session will focus on the needs of teachers who are currently using or interested in content-based language instruction (CBI) in the classroom.

Participants will:
• learn basic CBI concepts and examine methods to connect and integrate content learning and language instruction
• examine sample materials and consider how best to structure lessons.
• discuss how to simplify content to make difficult ideas easier to understand
• explore the need for attention to subject-specific academic vocabulary
• think about different models for assessing student work in these contexts
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Joe also works as a consultant, advising schools on English language needs and giving professional development workshops. He has worked as an English Language Specialist for the U.S. Department of State in Oman, Bahrain, the United Arab Emirates, and Spain. Next week he will be traveling to give workshops and conference talks in Cambodia and Vietnam.
Implementing Content-Based Language Instruction in your Classroom

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February 6, 2019

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Today we will

• define content-based instruction (CBI) and related terms
• consider how to structure a CBI lesson
  • find source materials
  • establish language and content objectives
  • adapt texts as needed
  • determine key vocabulary
  • develop tasks to help students understand the content
  • assess student learning
What does content-based instruction mean?
Content-based language instruction is teaching English and teaching another subject area together in the same course.
What are some possible content areas or subjects that can be taught in English?
Geography
History
Math

Circle Area = \pi \times r^2

Area = r^2
Physics
Chemistry
Different kinds of content-based language instruction

- Content-based instruction (CBI)
- Content and Language Integrated Learning (CLIL)
- English as a Medium of Instruction (EMI)
All types of content-based instruction (CBI, CLIL, EMI) have the same goals for students:

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

2. use language meaningfully and purposefully; and

3. learn about language in the context of learning through language.
Different kinds of content-based language instruction

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

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

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

- **Sheltered instruction**
  - Commonly used in English-speaking countries with non-native students, for example in Canada and the United States
  - Second language students are separated from native English students
  - Either a separate class or a “pull out” program
  - An English teacher offers additional support for understanding
  - May use the SIOP (Sheltered Instruction Observation Protocol) model (Echevarria, Vogt, & Short, 2017)

- **Example**
  - Primary school in the United States
  - Basic science class
  - Course is entirely in English. Teacher carefully includes lessons to make sure that English learners understand the content
Models of CBI

• Theme-based instruction
  • Found in an English language course
  • Themes and topics are selected according to student interests and needs
  • May be an entire course or only part of the course
  • Contains readings, listening materials and other content about the selected theme
  • May integrate language skills such as listening, speaking, reading, and writing

• Example
  • Secondary school in Japan
  • Intermediate spoken English class
  • Teacher chooses theme: marriage
  • Video of content; small-group discussions, role-plays, writing assignments
A good example of theme-based instruction

Going Green: Merging Environmental Education and Language Instruction

Content-based instruction (CBI) is well respected not only for its commitment to language learning, but also for its ability to address curriculum CBI school, secondary school, and university preparatory program levels. Some CBI models, such as immersion, focus mainly on content learning, while others emphasize language learning.
Models of CBI

• The adjunct model
  • A content course and a language course are conducted at the same time
  • Language students take a separate class in addition to the regular course
  • Often conducted with two different teachers
  • Assessment of content by content teacher; language by language teacher

• Example
  • University in New Zealand
  • Introductory course in sociology
  • Language students join with native English speakers
  • Language students meet separately with English teacher
  • Focus on helping student understand course content: vocabulary, reading, lectures, and prepare for writing assignments
Types of content-based language instruction

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

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

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

• Example
  • A university in Saudi Arabia
  • Graduate level courses in law
  • Books, lectures, writing, and exams are all in English
  • Minimal explicit language support
Review: Models of CBI

- Content-based instruction (CBI)
  - Sheltered instruction
  - Theme-based instruction
  - The adjunct model
- Content and Language Integrated Learning (CLIL)
- English as a Medium of Instruction (EMI)
Review: All types of content-based instruction (CBI, CLIL, EMI) have the same goals for students:

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

A language-content continuum

More focus on LANGUAGE

More focus on CONTENT
Balancing language and content

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

**Content-Driven**
- Content is taught in L2.
- Content learning is priority.
- Language learning is secondary.
- Content objectives determined by course goals or curriculum.
- Teachers select language objectives for content-based course.
- Students evaluated on content mastery.

(from Met, 1999)
Planning and structuring lessons
Structuring lessons

• Find source materials
• Establish content objectives
• Establish language objectives
• Adapt texts as needed
• Determine key vocabulary
• Develop tasks to help students understand the content
• Assess student learning
Find source materials
Finding materials: NASA

NASA Earth Science: Water Cycle

Earth is a truly unique in its abundance of water. Water is necessary to sustaining life on Earth, and helps tie together the Earth's lands, oceans, and atmosphere into an integrated system. Precipitation, evaporation, freezing and melting and condensation are all part of the hydrological cycle—a never-ending global process of water circulation from clouds to land, to the ocean, and back to the clouds. This cycling of water is intimately linked with energy exchanges among the atmosphere, ocean, and land that determine the Earth's climate and cause much of natural climate variability. The impacts of climate change and variability on the quality of human life occur primarily through changes in the water cycle. As stated in the National Research Council's report on Research Pathways for the Next Decade (NRC, 1996), "Water is at the heart of both the causes and effects of climate change."

Related Topics:
- Hydrologic Cycle
- Earth Systems
Activating background knowledge (schema)
Structuring lessons

- Find source materials
- Establish content objectives
- Establish language objectives
- Adapt texts as needed
- Determine key vocabulary
- Develop tasks to help students understand the content
- Assess student learning
Establishing objectives – what is the target?
What do I want the students to be able to do as the result of the instruction?
Establishing objectives

• Content objectives: students will be able to _________________.
  • describe the water cycle
  • explain how evaporation works
  • give examples of different kinds of precipitation

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

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Vocabulary Profiler at the University of Hong Kong
http://www4.caes.hku.hk/vocabulary/profile.htm
Adapt texts as needed
Methods for simplifying content

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

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

• Find source materials
• Establish content objectives
• Establish language objectives
• Adapt texts as needed
• Determine key vocabulary
• Develop tasks to help students understand the content
• Assess student learning
Which is more important, grammar or vocabulary?
The importance of subject-specific academic vocabulary

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

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

- Find source materials
- Establish content objectives
- Establish language objectives
- Adapt texts as needed
- Determine key vocabulary
- Develop tasks to help students understand the content
- Assess student learning
Develop tasks to help students understand the content

- Modify the tasks so they are appropriate for your students
  - Activate background knowledge
  - Teach unfamiliar vocabulary words
  - Introduce content via reading, listening, or video
  - Scaffold student understanding with illustrations, graphs, and diagrams
  - Give students opportunities to use the new language
Small group activities
Lab work and individual experiments
Making posters for display
Writing
Sequencing activities
Structuring lessons

- Find source materials
- Establish content objectives
- Establish language objectives
- Adapt texts as needed
- Determine key vocabulary
- Develop tasks to help students understand the content
- Assess student learning
Assessing student work
Models for assessing student work

• Are we assessing language or content? Or both?
• Is our feedback formative or summative?
• What will we ask student to do to demonstrate their knowledge?
Formative vs. summative assessment
Directions: Write the correct term in each box.
Writing activities
Oral presentation
Putting it all together
Content-Based Second Language Instruction: What is it? Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota [http://carla.umn.edu/cobaltt/CBI.html](http://carla.umn.edu/cobaltt/CBI.html)


Water Cycle Unit: [https://pmm.nasa.gov/education/water-cycle](https://pmm.nasa.gov/education/water-cycle)
Thank you!

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