

Content-based Instruction (Ch10)

Introduction

In this lesson, students will learn about Content-based Instruction, or CBI. CBI is the integration of content and language learning, most recognizably to teach school subjects in the target language. It is regarded as a “strong version” communicative approach because it asserts that language is acquired through communication. In other words, “using to learn” rather than “learning to use”.

Learning Objectives

- Students will learn about Content-based Instruction and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of Content-based Instruction such as its goal, the difference between “weak” and “strong” versions of a Communicative Approach, and the difference between “learning to use English” and “using English to learn it”.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques and resources used in a Content-based Instruction lesson.
- **Application:** Students will be able to create a sequence of activities for a given resource (i.e., *Our Solar System*) that follow the principles and techniques of Content-based Instruction.

Key Vocabulary

- Strong version Communicative Approach (p. 131)
- Weak version Communicative Approach (p. 131)
- “learning to use English” versus “using English to learn it” (p. 131)
- “method with many faces” (p. 131)
- Language for specific purposes (p. 132)
- Language for academic purposes (p. 132)
- Competency-based instruction (p. 132)
- Content and language integrated learning (CLIL) (p. 133)
- Amalgam (p. 133)
- Scaffolding (p. 139)
- Different types of Content-based instruction: Sheltered Instruction Observation Protocol (SIOP), sheltered-language instruction, adjunct model (pp. 140-141)
- Whole Language (p. 141)
- Top-down and bottom-up (p. 141)
- Zone of proximal development (ZPD) (p. 142)
- Representative activities and resources: dictogloss, graphic organizers, language experience approach, process writing, dialogue journals, (pp. 142-143)

Understanding Content-based Instruction

1. What is the goal of Content-based Instruction?
2. Compare the “strong” version Communicative Approach and “weak” version Communicative Approach. What are their similarities and differences? Which version does content-based instruction reflect?
3. Why do you think Snow characterizes CBI as a “method with many faces”?
4. The textbook gives three examples of how specialized language courses in the past treated content. Describe these three examples:
 - Language for specific purposes
 - Language for academic purposes
 - Competency-based instruction
5. How and why did CBI get started in different countries? Do you think CBI is a good idea for the Korean context?
6. What are some of the challenges of using CBI? Hint: discuss content objectives and language objectives.

Experience

7. Consider the sample lesson in the textbook (pp. 134-137) the observations and principles of Content-based Instruction (pp. 137-140).
 - a) What is the content being taught?
 - b) What is the target vocabulary?
 - c) What is the target grammar?
 - d) How does the teacher teach the content, vocabulary, and grammar?
 - e) Content-based Instruction requires the teacher to have skills and knowledge in both content and language teaching. What types of preparation might be useful for a teacher who will teach content along with language?
 - f) What is Whole Language?

Reviewing the Techniques

8. Look at the list of techniques on textbook pages 142-143. Do you like any of them? Have you used any of them before? Could you see yourself using any of them in the future? Choose one that you like and describe how you would use it to teach content and language.

What do you think?

9. Let’s find out what everyone thinks about Content-based Instruction. The textbook on page 144 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
- a) What do you see as the benefits to learners of integrating content and language?
 - b) Are there situations that would not be appropriate for the use of content-based instruction?
 - c) Do you think that content-based instruction lends itself to certain age groups more than others? Why or why not?

In-Class Activity

10. In this question, you will apply what you have understood about Content-based Instruction. You have been asked to teach a **high school intermediate** language class.

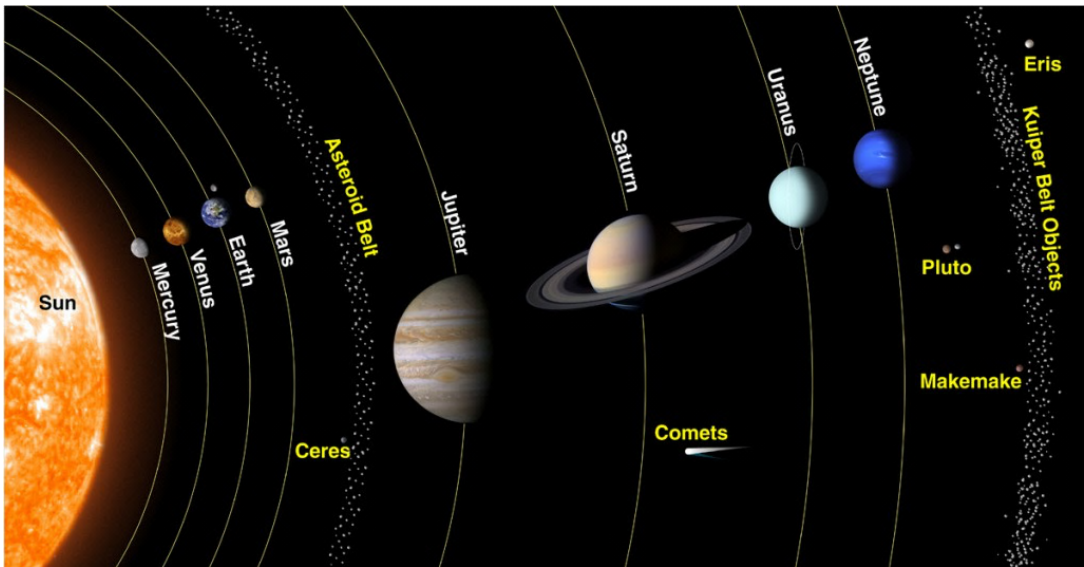
Using the graphic organizer below:

Step 1: Choose target vocabulary.

Step 2: Choose target grammar.

Step 3: Create an activity for high school intermediate language class.

Our Solar System



Source: <https://theplanets.org/solar-system/>