



Using Methods to Shape the Way We Teach

Webinar #3 in a Series

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Quick review of Webinar #1



- Why explore methods?
- Affect in language learning
- Community Language Learning
- Desuggestopedia

Review of Webinar #2



- Cognition in language learning
- The Silent Way
- Task-Based Language Instruction



Webinar 2 Ning Discussion

- When and how can I use the Silent Way? Will it work in my classroom?
- Which tasks will be the best ones for my classes?

Overview of Webinar #3



- Use of content in language teaching
- Content-based instruction (CBI)
- Content and language in learning (CLIL)

Some Background



- Strong and weak version of the communicative approach (Howatt, 1994)
- Weak version: ‘learning to use English’
- Strong version: ‘using English to learn it’
- CBI/CLIL fall within the strong version

Method with many faces



- Snow (1991)
- Relationship with task-based learning
- Relationship with English for Special Purposes (ESP)
- Relationship with competency-based instruction



Content-Based Instruction (CBI)

- Primarily in contexts in the USA
- Some examples include:

Public schools

Some university programs

Workplace training programs



Content and Language Integrated Learning (CLIL)

- Mainly in Europe and elsewhere
- Wide-spread programs have been developed in Estonia, Finland, Latvia, the Netherlands and Spain.

CLIL and CBI



- “This approach can be viewed as neither language learning nor subject learning, but rather an amalgam of both” (Marsh2008:233).
- Poll #1

CBI/CLIL Principles



- Both the content and the language are targets for learning.
- Teaching should build on students' previous experience.
- The teacher scaffolds linguistic content - helps learners to say what they want, given the content.
- Language is learned better when connected to content.



CLIL/CBI Principles continued

- Contextual/content cues help with vocabulary learning.
- Content helps motivate students to learn the language they need.
- Graphic organizers help students to develop skills to learn the content.
- Poll #2

Techniques for CBI/CLIL



- Dictogloss
- Graphic organizers
- Language Experience Approach (LEA)
- Process Writing
- Dialogue Journals

Dictogloss



- Wajnryb 1990
- Students listen to text twice.
- Work together to recreate it.
- Peer editing
- Compare versions to familiarize themselves with how information within a content area is expressed.

Dictogloss Example

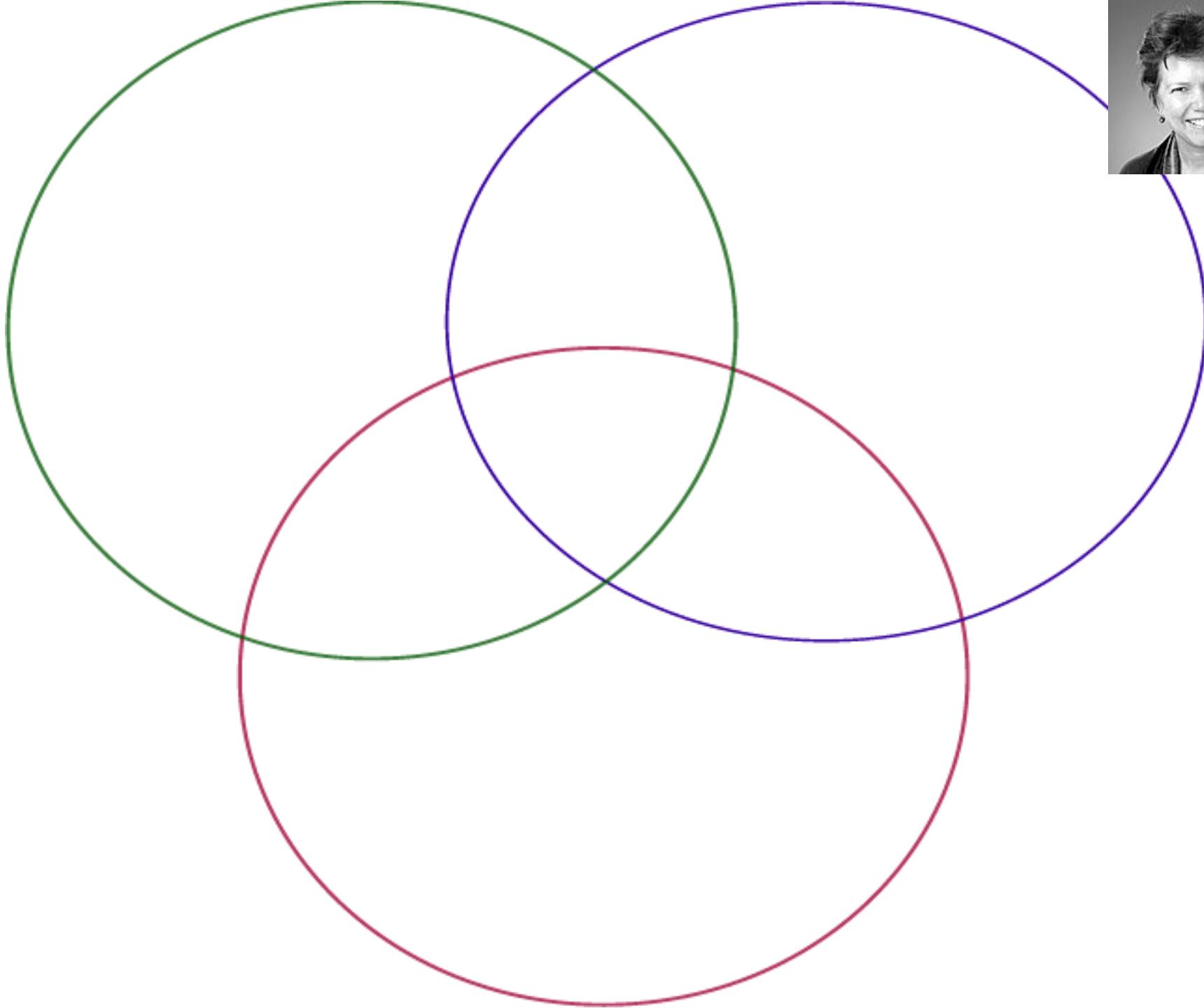


- Try it yourself.
- Listen first time without notes.
- Second time with or without notes.
- Reconstruct the text.

Graphic Organizer



- Visual Displays to help organize and recall information
- Graphs, charts, diagrams etc. can all be used.



Language Experience Approach (LEA)



- Stories based on students life experiences shared with each other
- Uses principles of Whole Language



Whole Language Approach (WL)

- “Top down” rather than “bottom up”
- Work with the entirety of language and not the parts or chunks
- “content rich. . . Where language and thinking can be about interesting and significant content” (Edelsky, Altweger, and Flores 1991:11).

Process Writing



- Focuses on the stages or steps of writing including:

Brainstorming

Drafting

Editing

Redrafting

Shift of focus from evaluation of a finished product to the process of revision.

Dialogue Journals



- A way to communicate important ideas
- Building literacy skills
- Form is not corrected by the teacher: focus on ideas

Age appropriacy



- Many examples for children
- Examples for adults
- Poll #3

Teacher Preparation



- Teachers need content and language knowledge and teaching skills.
- Must practice with the integration to achieve a balance
- Sometimes team teaching is used.
- “Adjunct model” is sometimes used in universities.



Application for your teaching context

- How could these ideas be used in your teaching context?
- Poll #4

Review of Webinar #3



- Uses of content in language teaching
- CBI
- CLIL



Thank you and see you next time!

- Same time and same place
- 24 August 2011
- Political aspects of language teaching: English in the World