Course Syllabus:

Content-based Instructional Strategies for ELL

CE Credits Online™

Content-based Instructional Strategies for ELL

45 Hours or 3 Graduate Credits

Course Description:

This course focuses on effective content-based instructional strategies for English language learners (ELL). Learn how to balance the dual focus on language and subject matter, and also learn a helpful framework for designing content-based classes and lessons. Examine different criteria for choosing and developing the content to teach, as well as factors influencing the choice, development, and adaptation of materials. Learn several useful activity types and how to integrate listening, speaking, reading, and writing in content-based instruction with students at different proficiency levels. Explore and learn how to implement technological resources available for developing content-based curricula, and understand how assessment is affected by the use of content-based instruction.

Course Objectives: Participants will

- Apply the "Six-T's Approach" to developing their own content-based lessons. Originally proposed by Stoller and Grabe (1997), the Six T's provides a useful framework for designing content-based courses.
- Integrate the four skills and language components in content-based instruction and develop a content-based unit that includes prototypical activities in order to create an integrated-skills focus.
- Work with students at various proficiency levels, using techniques related to using content-based instruction with (literate) beginners, false beginners, intermediate, and advanced language learners.
- Incorporate numerous technological resources that can be used in content-based instruction. These include Internet resources, such as websites that give information about language learning and teaching, as well as those that provide subject matter information.
- Assess issues in content-based instruction and assess learners' language skills and content knowledge with the main purposes of language testing and criteria used to evaluate language measures. They should also be able to explain the role alternative and authentic assessment play in language testing and content-based instruction.

Student Expectations:

This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include reflective journal exercises, short answers that are reviewed by a moderator, quizzes, and observation

and analysis of lessons. A final exam is also a part of the course. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

Grading:

- **Forum Post Exercises/ Reflective Journals:** 70% of your final grade
- **Quizzes:** 10% of your final grade. Quizzes may be submitted up to 3 times each and the highest score of the 3 will be used.
- **Final Exam:** 20% of your final grade. **You must receive a score of 60% or greater on the final exam to pass this course.**
- You must have an 80% average to obtain university credit for any course. You must have an 80% average to pass the course unless your district has specified otherwise. If your district has specified a different percentage needed to pass, it will be posted in "Your District Information" in the District section of the site. If nothing is posted, you must pass with an overall average of 80%.
- Forum post exercises will not be approved until your entry has met the minimum approval score of 80%.

Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see University Partners on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

Class Outline:

- Lesson 1
    - Introduction
    - 1.a Defining Content Based Instruction
    - 1.b Seven Characteristics of Content-Based Instruction
    - 1.c The Seven Characteristics of CBI: A Classroom Example
    - 1.d The Seven Characteristics of CBI: A Classroom Example (Continued)
    - 1.e Subject Areas Used As the Basis for CBI Courses
    - 1.f Supplementary Material
- Lesson 2
    - 2.a Sustained Content-Based Instruction
    - 2.b The Adjunct Model
    - 2.c Sheltered Content Instruction
    - 2.d Theme-Based Instruction

    - 2.e A Comparison of the Four Types of Content-Based Instruction
    - 2.f Supplementary Material
- Lesson 3
    - 3.a The Immersion Model
    - 3.b Language Across the Curriculum and Content-Enriched FLES
    - 3.c Language for Specific Purposes
    - 3.d General English Curricula
    - 3.e The Relationship of the Curricular Models to CBI
    - 3.f Supplementary Material
- Lesson 4
    - 4.a Components of the Six-T's Approach
    - 4.b Texts and Tasks
    - 4.c Transitions
    - 4.d Example of the Six-T's Approach
    - 4.e Example of the Six-T's Approach (Continued)
    - 4.f Supplementary Material
- Lesson 5
    - 5.a The Shifting Focus of Language and Content
    - 5.b The Interacting Subsystems of Language
    - 5.c Helping Students Learn the Language of the Subject Matter
    - 5.d The Balance of Language and Content Instruction in Different CBI Courses
    - 5.e Practical Activities for the CBI Classroom
    - 5.f Supplementary Material
- Lesson 6
    - 6.a Themes That Have Been Addressed in CBI Curricula
    - 6.b Criteria for Theme Selection
    - 6.c Learning Content and Language through "Multiple Exposures"
    - 6.d An Example of Exploitability in a Topic
    - 6.e Theme Selection in a Sustained Content Course in Guinea
    - 6.f Supplementary Material
- Midterm
- Lesson 7
    - 7.a Materials in Content-Based Instruction
    - 7.b The Textbook and Beyond
    - 7.c The Value of Using Authentic Materials in CBI
    - 7.d Background Knowledge and Content-Based Materials
    - 7.e Schema Activation and Advance Organizers
    - 7.f Supplementary Material
- Lesson 8

- 8.a Task-Based Learning
- 8.b Elements of a Task
- 8.c Seven Principles for Task-Based Language Teaching
- 8.d Creating Visual Products
- 8.e Project-Based Learning
- 8.f Supplementary Material

- Lesson 9
  - 9.a Revisiting the Four Skills
  - 9.b Activities for Integrating the Four Skills in Content-Based Instruction
  - 9.c Vocabulary Building in Content-Based Instruction
  - 9.d Focusing on Grammar in Content-Based Instruction
  - 9.e A Sample Unit Integrating the Four Skills, Grammar, and Vocabulary
  - 9.f Supplementary Material
- Lesson 10
  - 10.a Proficiency and Language Learners
  - 10.b Understanding Scaffolding in Content-Based Instruction
  - 10.c Scaffolding Strategies for Language Teachers
  - 10.d Modifying Communication with Learners
  - 10.e Scaffolding CBI Lessons
  - 10.f supplementary material
- Lesson 11
  - 11.a Technology and the Six-T's Approach to Content-Based Instruction
  - 11.b Technology and Information about Content Areas
  - 11.c Information about Language, Language Learning, and Language Teaching
  - 11.d Technological Applications and Language Teaching
  - 11.e Technology Tools in Language Lessons
  - 11.f Supplementary Material
- Lesson 12
  - 12.a Useful Language Assessment
  - 12.b purposes and methods of language assessment
  - 12.c Alternative Assessment
  - 12.d Authentic Assessment in Content-Based Instruction
  - 12.e Assessing Language and Content
  - 12.f Supplementary Material
- Post Survey
- Evaluation
- Final Exam

Course Access:

Upon enrollment, you have 180 days to complete your online course in our eClassroom. If you have any questions about course access, please email support@cecreditsonline.org, create a customer service ticket in the LMS, or call 425-788-7275 extension 104.

Compliance with and Commitment to the American Disabilities Act:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy:

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.