Summary Handout

**Chapter 28 (Celce-Murcia)**

Content-based language teaching, in the most recent terms is defined as, an “umbrella term for a multifaceted approach to SFL teaching that differs in terms of factors such as educational setting, programs objectives, and target population but shares a common point of departure – the integration of language teaching aims with content instruction” (Snow, 2014, p. 439)

There are five models of CBLT placed on acontinuum of content-driven to language-driven. It indicates the degree of emphasis on language and content that underlies that particular course/program.

Starting from the content-driven end:

* Immersion model – prototypical content-based approach; ranges from total (100% of instructional time) to partial (50% of instructional time) immersion
* Sheltered model – when students take a content course (i.e.psychology) in their L2
* Adjunct model – students are enrolled in a language and a content course at the same time
* Theme-based model – classes where content is used for language practice; heavily language-drive in that selected topics/themes are the basis from which activities are constructed

CBLT can be a “rich context for teaching all aspects of language” (Snow, 2014, p. 447). It is also very versatile in that all the different types of instructional strategies mentioned in previous chapters of the book can be formatted to fit CBLT. There are a number of instructional strategies mentioned that can be implemented by those who choose to teach using the CBLT method (e.g. modifying input, vocabulary instruction, use of contextual cues). Emphasis was placed on making the language and content objectives explicit, so that “both the students and teacher can work toward a common goal” (Snow, 2014, p. 448).

**Chapter 1 (Gibbons)**

In this chapter, Gibbons explains key terminology, the importance of developing students’ academic literacy, the role of language in subject knowledge learning, and the concept of “learning in the challenge zone”.

*Academic literacy* is characterized by one’s ability to understand and manipulate often specialist, lexically dense, impersonal, and structured language embedded with frequent nominalization and abstraction, as well as unfamiliar and coded knowledge. It is highly context-dependent and also key to successful learning and students’ performance in assessment situations. Teaching academic subject language within mainstream Middle Years classrooms is useful and encouraged because academic language takes time to develop and requires context to be meaningful.

*“ELL” (English Language Learners)* is Gibbon’s preferred term for describing English language learners, as it includes all potential learners from very diverse linguistic, cultural, and socio-economic backgrounds. *Intellectual Quality* is characterized by the construction of knowledge, disciplined inquiry, and its value beyond school (Newmann, 1996, p.12). Following this, Gibbons advocates for the “high challenge, high support” approach, which draws from Vygotsky’s concept of the Zone of Proximal Development (ZPD), and emphasizes sociocultural factors and collaborative work, and the use of scaffolding as a temporary, “how” focused (as opposed to “what” focused) and future-oriented teaching technique.

**Chapter 3 (Gibbons)**

According to Gibbons, literacy is not merely the decoding of text (i.e. reading alphabetical letters to form a word) nor is itmerely the acquisition of subject vocabulary (i.e. memorization of “jargon” in decontextualized situations). Rather, literacy is the integrated understanding of genre-specific language used in a particular subject area, including the subject’s broader conceptual framework and its embedded ideas.

Literacy, especially academic literacy in the Middle Years, is necessary for successful learning in subject classrooms. Despite this, few subject teachers dedicate time to teaching the language of their subject, partly because they are already familiar with the language and may assume their students are equally familiar.

Gibbons highlights two reasons for why academic language can be challenging:

1. *Spoken versus written discourse*. Speech is often “context-embedded”, more informal and personal, whereas academic writing is often “context-reduced”, more formal and impersonal (Cummins, 2000)
2. *Nominalization and nominal groups*. Nominalization is when simple verbs are transformed into genre-specific, abstract nouns, e.g.: “bend” 🡪 “refract” 🡪 “refraction”

Nominalization serves to shift the focus of discourse to more abstract ideas rather than a simple sequencing of events, hence allowing for greater expressive precision as well as generalizability.

Nominal groups refer to noun phrases where the noun is preceded or followed by other words that provide a more sophisticated and detailed description, e.g. “a beast” 🡪 “… a fossil of a giant penguin, *Icadyptessalasi*, a fearsome beast with an 18cm beak, powerful wings, and a chunky neck.” (Gibbons, 2009, p. 54)

Ultimately, academic literacy involves more than simply reading comprehension; it depends on the ability to successfully manipulate simpler, spoken language into more complex, genre-specific concepts – in both a precise and concise manner.

Presentation Handout

**Social Networking Site Discussion Activity**

**What social networking sites do you use?**

The following is a list of some of the most popular social networking sites, according to search results. Decide with your classmates which site you think is the best and be prepared to support your opinion.

1. **Read each description**

Take turns reading aloud the short descriptions of each site.

* **Facebook:** An online social networking site where “after registering to use the site, users may create a personal profile, add other users as friends, exchange messages, post status updates and photos, receive notifications when others update their profiles.” (“Facebook”, n.d., para. 2)
* **Twitter:** “An online social networking service that enables users to send and read short 140-character messages called “tweets”. Registered users can read and post tweets, but unregistered members can only read them.” (“Twitter”, n.d., para. 1)
* **Youtube:** “A video-sharing website … [that] allows users to upload, view, and share videos, and it makes use of Adobe Flash Video and HTML5 technology to display a wide variety of user-generated and corporate media video.” (“Youtube”, n.d., para. 1)
* **Snapchat:** “A photo messaging application … [where] users can take photos, record videos, add text and drawings, and send them to a controlled list of recipients. These sent photographs and videos are known as "Snaps". Users set a time limit for how long recipients can view their Snaps, after which they will be hidden from the recipient's device and deleted from Snapchat's servers.” (“Snapchat”, n.d., para. 1)
* **Instagram:** “An online [mobile](http://en.wikipedia.org/wiki/Mobile_social_network) [photo-sharing](http://en.wikipedia.org/wiki/Photo_sharing), [video-sharing](http://en.wikipedia.org/wiki/Video_hosting_service) and [social networking](http://en.wikipedia.org/wiki/Social_networking_service) service that enables its users to take pictures and videos, and share them on a variety of social networking platforms, such as [Facebook](http://en.wikipedia.org/wiki/Facebook), [Twitter](http://en.wikipedia.org/wiki/Twitter), [Tumblr](http://en.wikipedia.org/wiki/Tumblr) and [Flickr](http://en.wikipedia.org/wiki/Flickr). The maximum duration for Instagram videos is 15 seconds.” (“Instagram”, n.d., para. 1)
* **Reddit:** “An entertainment, social networking service and news website where registered community members can submit content, such as text posts or direct links. Only registered users can then vote submissions “up” or “down” to organize the posts and determine their position on the site’s pages. Content entries are organized by areas of interest called “subreddits”.” (“Reddit”, n.d., para. 1)
* **Tumblr:** “A [microblogging](http://en.wikipedia.org/wiki/Microblogging) platform and [social networking](http://en.wikipedia.org/wiki/Social_networking_service) website [that] allows users to post multimedia and other content to a short-form [blog](http://en.wikipedia.org/wiki/Blog). Users can follow other users' blogs, as well as make their blogs private. Much of the website's features are accessed from the "dashboard" interface, where the option to post content and posts of followed blogs appear.” (“Tumblr”, n.d., para. 1)
* **Vine:** “A short-form video sharing service. The service allows users to record and edit six-second long looping [video clips](http://en.wikipedia.org/wiki/Video_clip), and revine. Revine is where you can share other people’s posts with followers. The videos can be then published through Vine's [social network](http://en.wikipedia.org/wiki/Social_networking_service) and shared on other services such as [Facebook](http://en.wikipedia.org/wiki/Facebook) and [Twitter](http://en.wikipedia.org/wiki/Twitter).” (“Vine”, n.d., para. 1)

1. **Rank the Websites**

Which one do you prefer the most? Second? Rank each site. (1 = mostly preferred, 5 = least preferred). If you don’t have an opinion, state a reason why.

* I think \_\_\_ is the worst/best because \_\_\_\_.
* \_\_\_ is worse/better than \_\_\_ because \_\_\_\_\_.

**Social Networking Sites Group Assessment**

Group Assessment #1 – Most preferred website

Name: \_\_\_\_\_\_\_\_\_\_\_ # \_\_\_; Name: \_\_\_\_\_\_\_\_\_\_\_ # \_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_ # \_\_\_; Name: \_\_\_\_\_\_\_\_\_\_\_ # \_\_\_

**Write your group answers and explain your reasons.**

|  |  |
| --- | --- |
| Name | Reason |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

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