Online Interactive Learning Format

EDUX 6465 (F, G, H) Content-Based Instruction for English Language LearnerS

**Course Description**

This 2nd Edition course will provide participants with an understanding of the main characteristics and types of content-based instruction. It will guide them through ways of balancing the dual focus on language and content, as well as introduce them to a helpful framework for designing content-based courses and lessons. This practical course examines several useful activity types and considers how to integrate listening, speaking, reading, and writing in content-based instruction for students at different proficiency levels.

**Course Objectives**

* Explain content-based instruction, including the seven characteristics typical of this type of instruction.
* Describe about the four main types of content-based instruction (CBI)—sustained CBI, the adjunct model, sheltered content instruction, and theme-based instruction—and be able to explain the similarities and differences among the models.
* Understand the similarities and differences among CBI and (1) immersion curricula, (2) language across the curriculum, (3) content-enriched foreign language in the elementary schools (FLES), (4) English for specific purposes, and (5) general English curricula.
* Assess the Six T’s Approach to content-based curriculum development, and be able to apply this approach to developing content-based lessons.
* Develop strategies for helping learners acquire both content knowledge and target-language knowledge.
* Explain the roles that relevance, exploitability, instructor expertise, and institutional expectations play in selecting and developing content for a content-based course.
* Classify the main criteria for selecting and developing materials for content-based courses and lessons, and explain the role that schema theory plays in working with both commercially produced and authentic materials in content-based lessons.
* Understand different activity types that you can use in content-based instruction, and explain how you can use tasks, visual products, and project work in content-based lessons.
* Develop an integrated skills focus that includes prototypical activities.
* Consider issues and techniques related to using CBI with (literate) beginners, false beginners, intermediate, and advanced language learners.
* Understand numerous technological resources that you can use in content-based instruction.
* Explain the main purposes of language testing, and identify criteria that you can use to evaluate language measures.
* Evaluate the role alternative and authentic assessment play in language testing and content-based instruction.