Keeping the Language Focus in Content-Based ESL Instruction Through Proactive Curriculum-Planning

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ABSTRACT For content-based instruction (CBI) to work to its maximum potential, a concerted planning effort must be made to address language objectives, combined with effective instructional strategies that target and assess student performance in relation to those objectives. In this article, after considering various models of content-language integration, we propose a flexible and dynamic planning model for content-language integration. This model has been helpful in our work with ESL teachers learning to conceptualize lesson planning and curriculum development using CBI across a variety of K-12 settings. Examples implementing the planning model are provided using a curriculum about Arctic exploration and Inuit cultures.
Content-based ESL instruction, which integrates language instruction with content areas, can meet both the linguistic and academic needs of English learners. Thus content-based ESL instruction offers a more meaningful path to academic language acquisition. The article presents theoretical, pedagogical, and empirical reasons why content-based instruction is more beneficial for English learners. Introduction. English learners in content-based ESL classes naturally and incidentally acquire English and its structure because they comprehend the language expressed in content-related concepts. Thus, if English learners are to be proficient in academic language, different kinds of comprehensible input have to be provided. Content-based ESL Instruction. Collection by Kate Mastruserio Reynolds • Last updated 3 days ago. 710. Gain Access to My Writing Resource Drive!Join me to amplify your writing instruction with the mini-trainings and resources in my writing resource drive! SUBSCRIBE We've all heard it… the suggestion to write an individual plan for every single student in your class in order to differentiate instruction. The last time I heard this, I went […] Ell Strategies Teaching Strategies Teaching Tips Nutrition Education Ell Students Bilingual Education English Language Learners Teaching English English Teachers. Content-based teaching differs from traditional language classes because language comes second to the content. In other words, the teacher runs a course on current affairs, or American history, or fiction writing, through which students also learn English. It's important to note that English ends up as subordinate to the material, although the teacher must recognize and be prepared to help students with language skills. Types of content based instruction: The Sheltered Model: It is used at university where the goal of teachers is to enable their ESL students to study the same content material Adopt a Content-based ESL Curriculum to Accelerate Academic Language Proficiency. This article provides a critical needs rationale for implementing a content-based ESL curriculum and discusses ways to implement it. What these ESL students need is strong academic English that helps them perform successfully in content areas because a strong proficiency in oral English does not necessarily translate into ESL students' academic success. Traditionally, ESL instruction focuses on preparing ESL students to
know what to say and how to say it in different situations along with basic reading and writing skills (Freeman & Freedman, 1998). For content-based instruction (CBI) to work to its maximum potential, a concerted planning effort must be made to address language objectives, combined with effective instructional strategies that target and assess student performance in relation to those objectives. In this article, after considering various models of content-language integration, we propose a flexible and dynamic planning model for content-language integration. This model has been helpful in our work with ESL teachers learning to conceptualize lesson planning and curriculum development using CBI across a variety of K-12 settings.