



LEARNING

Education, Technology & Science at a Nexus

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REGIONAL
ENGLISH
LANGUAGE
OFFICE

How Can We **Learn** from Each Other?

- **21st Century** Learning
- Content-Based Instruction (**CBI**)
- What we can **learn**
- What we have to **offer**
- Strategies for **positive** collaboration

THE NEW CULTURE OF LEARNING

The Collective

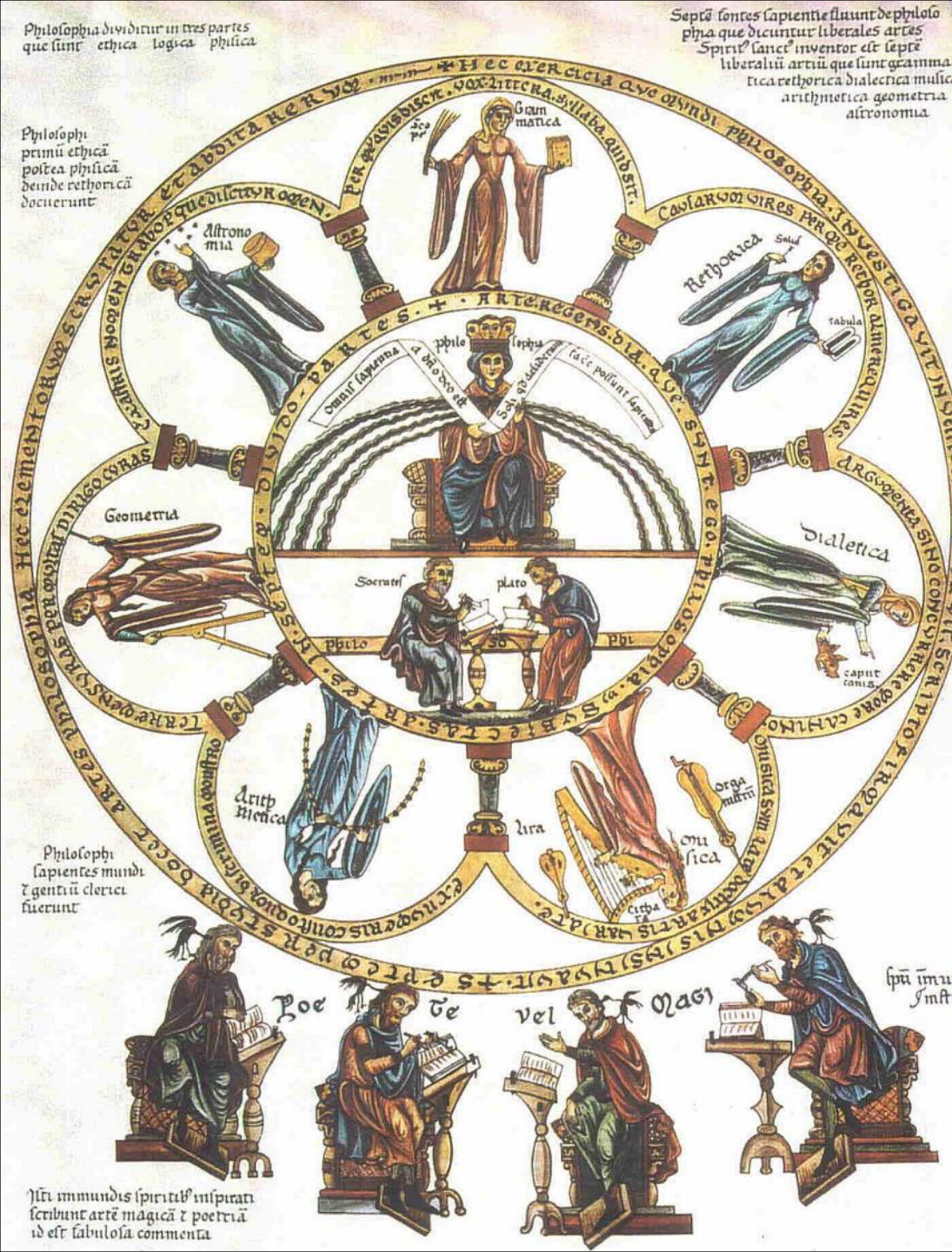
“a collection of people, skills, and talent that produces a result grater than the sum of its parts”

“collectives derive their strength from participation”

*A New Culture of Learning:
Cultivating Imagination for a
World of Constant Change*
Thomas & Brown, 2011)

Septē fontes sapientie fluunt de philoso
phia que dicuntur liberales artes
Spiritus sanctus inventor est septē
liberalium artium que sunt grammati
ca rhetorica dialectica musica
arithmeticā geometria
astronomia

Philosophi
primū ethicā
postea physicā
deinde rethoricā
docuerunt



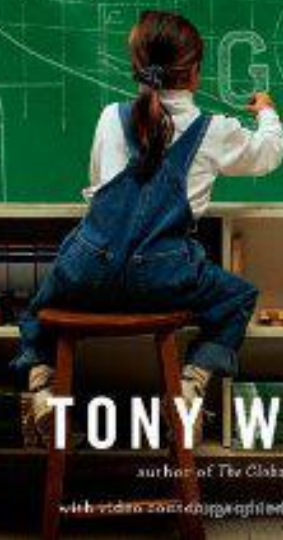
Grammar
Logic
Rhetoric
Arithmetic
Geography
Music
Art

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CREATING INNOVATORS

The Making of Young People
Who Will Change the World



TONY WAGNER

author of *The Global Achievement Gap*

with video content developed by ROBERT A. COMPTON

“Increasingly in the 21st Century,
what you know is far less important
than what you can do with what you
know” (p. 142)


“to produce real innovation,
knowledge in and of itself is
necessary but not sufficient” (p. 25)







Insights from Other Worlds

What are the best
resources for
teaching?
Other teachers.

Sharing is the
most valuable
practice.

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Insights from Other Worlds: What TESOLers Can Learn from Other Professions

Date: 6 November 2013
Email: edprograms@tesol.org


Presenter

Chris Stillwell

When?

Wednesday, 6 November 2013
10:30 am–12:00 pm ET
[Find the program start time in your local area.](#)

Registration

Cost: Free for members; US\$45 for nonmembers
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Please review this important information:
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Who Should Attend?



DREAM. BELIEVE. DARE. DO.

REVISED AND FULLY UPDATED EDITION

The Disney



CONTENT **B**ASED **I**NSTRUCTION

Key Features of CBI

(Shaw, 2004)

- Syllabus defined by **content**
- Focus on **meaning** – content drives the syllabus
- **No** overt error correction
- Linguistic **modification**
- **Contextual** clues aid meaning
- Interaction about content is *interesting* and *real*
- **Silent**

Types of CBI

Type 1: The Direct Content Model

Type 2: Team Content Model

Type 3: Subsidiary Content Model

Type 4: Supplementary Content Model

Type 5: Parallel Content Model

Q: How would you categorize the English language instruction currently going on at your institution?

A Continuum of Content and Language Instruction



Total Language
Immersion

Partial
Immersion

Sheltered
Courses

Adjunct Model
Classes

Theme-Based
Courses with
Frequent Use of
Content for
Practice

Quiz Time

- La filosofía de la américa latina
- Русский язык для дипломатов
- 世贸组织

TESOL Position Statement on CBI

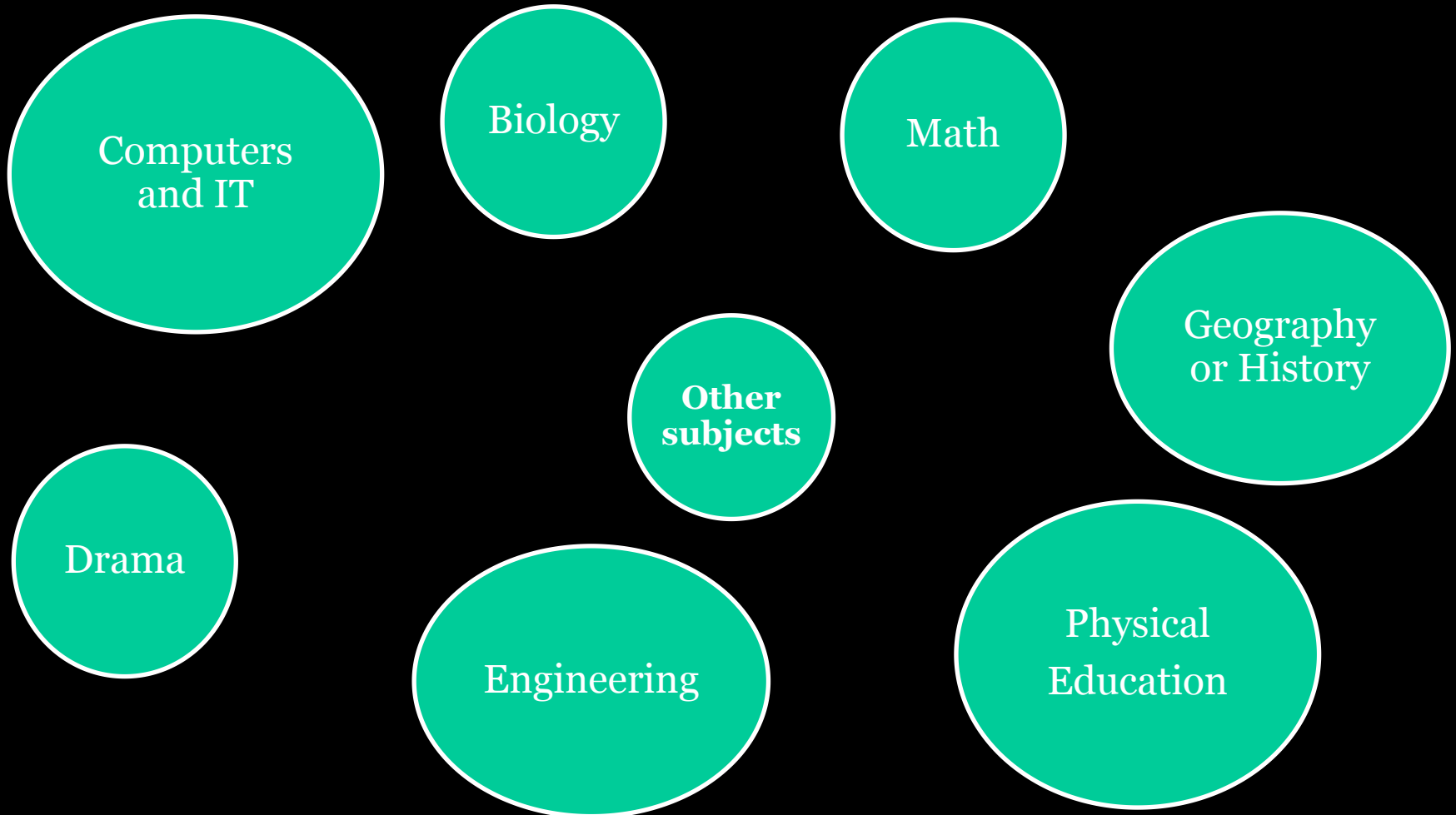
CBI “has radically changed the role of language teachers and the language curriculum” worldwide

Teacher Preparation must focus on

- Constructing learning environments for language, literacy, and content
- Support for students’ cultural identities, language development, and content-area achievement
- Standards-based practices and strategies for language and content

Collaboration across Disciplines

What can language teachers learn from other subject teachers?





A woman with long, curly brown hair, wearing a red short-sleeved shirt, is seen from the side, writing on a green chalkboard. She is holding a piece of white chalk in her right hand. The chalkboard is filled with various mathematical formulas written in white chalk. In the background, several people are visible, including a man in a white shirt and a woman in a striped shirt, looking towards the chalkboard. The setting appears to be a classroom or a lecture hall with large windows in the background.

$$a^2 = b^2 + c^2$$
$$f(x, y, z) = \frac{1}{\partial x} + \frac{1}{\partial y} + \frac{1}{\partial z}$$
$$E = mc^2$$
$$y = \int \dots$$
$$\sum_{i=1}^n p_i \log p_i$$
$$= 2; p_1 = p_2 = \frac{1}{2}; H$$

A Basketball Coach's Tips for Language Teacher

(Whitman, 2012)





Tip 1
Emphasize
the physical
components
of
communication

Tip 2
Develop your
own playbook
of language
drills

Tip 3

What can subject teachers learn
from language teachers?

With your neighbor,
list at least 5

New Generation of CBI Teacher

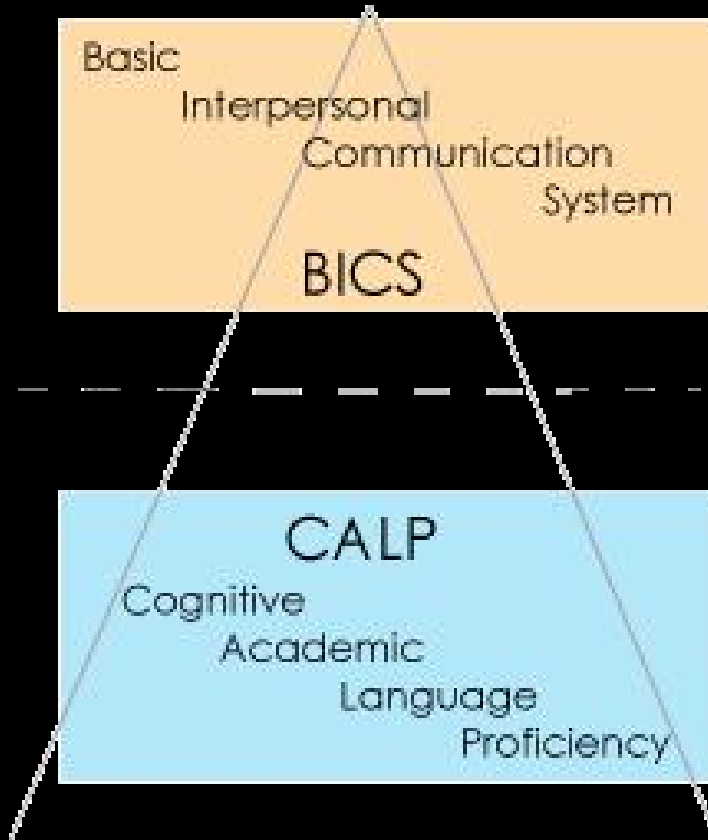
(Horn, 2011)

1. Language Skills
2. Academic Skills
3. Effective Practices (not “methods”)
 - Sustained input
 - Collaborative work
 - Context
 - Visual support/graphic organizers
 - Project work

“What ESL teachers bring to the table is deep understanding of how language is acquired, the importance of teaching academic language, and the cultural issues for students who are English-learners.”

Rosa Aronson, TESOL International

Academic Language



Jim Cummins, 1979

Students need explicit instruction to catch up.

Every teacher needs to “demystify learning by sharing the academic secrets”

Kinsella, 1997, p. 53

New Generation of CBI Teacher

(Horn, 2011)

4. Differentiated instruction

- Learning styles and strategy instruction
- Pacing

5. Materials development & syllabus design

- Working with authentic materials
- SHARING

Understanding for the need for
“positive tension” (Stoller, 2002)
and different perspectives on the same
theme.

New Generation of CBI Teacher

(Horn, 2011)

6. Assessment

- **Alternative assessment** (More than discreet grammar)

7. Incorporation of **learning technologies**

- As tools not a panacea

How can we work together?

Remember...

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Thomas & Brown, 2011)

Some ideas

- **Two-way** sharing

“Ideally, collaboration should draw on ESL and content teachers’ pooled expertise in equal measures”

(Shall-Leckrone & O’Conner, 2012, p. 2).

How? **Attitude**

- Mutual respect
- Genuine collaboration
- Shared responsibility 50/50

What? **Practical Steps**

- Peer observation of classes
- Professional development together
- Co-teaching
- Professional learning communities (PLCs)
- Social events
- Technology – online resources

Required: **Vision**

“Successful collaboration
requires a **shared vision** and
responsibility for EL learning
guided by
supportive ... **leadership**”

(Shall-Leckrone & O’Conner, 2012, p. 4).

FREE COURSE S!

English for STEM Fields

Massive Open Online Course (MOOC) for English language learners

Learn English,
expand your
vocabulary, and
explore areas of
scientific study!



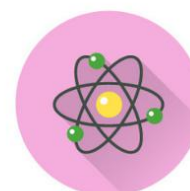
Content-Based Instruction

Free five-week Massive Open Online Course (MOOC)

*Content-Based Instruction (CBI) is also often referred to as English for Specific Purposes (ESP) or Content and Language Integrated Learning (CLIL).



Course orientation begins February 11.
Course begins February 18.



Learn more and enroll at www.aeeteacher.org/MOOC



World Learning
SIT Graduate Institute



A E AMERICAN ENGLISH E-TEACHER PROGRAM

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- ☐ Pronunciation
- ☐ Reading
- ☐ Speaking
- ☐ Spelling
- ☐ Technology
- ☐ Text Analysis
- ☐ Vocabulary
- ☐ Web Literacy
- ☐ Writing

► Type of Content

► Pedagogical Category

► Themes

content based instruction

go

738 Results Match Your Criteria

Internet Content-Based Activities for ESP
In: English Teaching Forum 2002, Volume 40, Number 3
Format(s): Text

The article introduces a WebQuest, an inquiry-based online learning activity, as a potential tool for content-based English for Specific Purposes (ESP). It provides a series of WebQuest tasks such as summary and synthesis tasks, design tasks, negotiation and interaction tasks, analytical tasks, and scientific tasks. The article has suggestions for the effective use of WebQuests for a content-based syllabus along with a discussion of the benefits of using WebQuests to develop academic skills.

Rock and Roll English Teaching: Content-Based Cultural Workshops
In: English Teaching Forum 2011, Volume 49, Number 4
Format(s): Text

This article considers content-based cultural workshops. With a focus on cultural content and a relaxed, engaging atmosphere, students practice language and cooperative learning strategies. The author describes the process of developing such a workshop as an extracurricular activity for a large, mixed audience. The article details an example interactive workshop on rock and roll and includes an appendix of useful websites related to the topic.

Community Content Based Instruction CCBI Manual (Peace Corps)
Format(s): Text, Website

A comprehensive manual on CCBI including history, examples, and lesson plans (PDF).

Going Green: Merging Environmental Education and Language Instruction
In: English Teaching Forum 2012, Volume 50, Number 2
Format(s): Text

This article discusses content-based instruction (CBI) and the theme of environmental awareness in the classroom. It addresses not only recycling and preservation of resources, but also integrating English skills and controversial issues into real-world situations. The article presents teachers with examples of group activities and opportunities for critical thinking and encouraging responsibility among their students.

Multi-Level Classes Part One: Differentiating Instruction with Learning Stations
In: Teacher's Corner: Common Challenges in the English Classroom
Format(s): Text

Teachers sometimes struggle with managing different level learners in one classroom. Learn how to set up learning stations to differentiate instruction to meet the needs of students from various levels.

Multi-Level Classes Part Two: Differentiating Instruction with Teacher-Supported Groups and Levelled Tasks

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MISSING OUT?

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newsletter...

...and get the latest
from RELO Brazil.



The United States Embassy and Consulates in Brazil
This is an official email from the U.S. Department of State



RELO BRAZIL®

Newsletter - April 2018

Welcome to the April English Learning Newsletter from the Regional English Language Office (RELO) of the U.S. Embassy Brazil! Here you will be able to find a compilation of English training opportunities, resources and content.

Inside this issue

Opportunities
Highlights
Materials and Resources

Opportunities

AE Facebook Live Series 2 to begin on May 2

**American English LIVE:
Teacher Development Series 2**

Every other Wednesday at 9 a.m. and 2 p.m. Brasilia Time

REGIONAL ENGLISH LANGUAGE OFFICE



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