BUILDING BETTER COURSES: THE CASE FOR CONTENT-BASED INSTRUCTION

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bit.ly/kb2019cbi
BLUEPRINTS FOR SUCCESS
INSTRUCTIONAL DESIGN

INTENTIONALITY
CURRICULUM

What drives yours?
WHAT DRIVES YOUR PROGRESSION?
ARE YOU ON A FORCED MARCH?

- Sequence of grammar topics?
- Covering all the grammars?
- Order of chapters in a textbook series?
- Thematic Units?
- AP/IB?
- State tests? Other external mandates?
- Nothing in particular?
## CURRICULUM
### A SAMPLE

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td>Wheelock Ch. 1: Introduction, history of the Latin language, alphabet, pronunciation; 1\textsuperscript{st} and 2\textsuperscript{nd} conjugation verbs</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>Wheelock Ch. 1-2: Continue 1\textsuperscript{st} and 2\textsuperscript{nd} verb conjugations: present infinitive, indicative, imperative active; translating; nouns and cases; 1\textsuperscript{st} declension; agreement of adjectives; syntax;</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>Wheelock Ch. 3-4: 2\textsuperscript{nd} declension: masculine nouns and adjectives; apposition; word order; 2\textsuperscript{nd} declension neuters; adjectives; present indicative of sum; predicate nouns and adjectives; substantive adjectives</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>Wheelock Ch. 5-6: 1\textsuperscript{st} and 2\textsuperscript{nd} conjugations: future and imperfect; adjectives in -er; sum: future and imperfect indicative; possum: present, future, and imperfect indicative;</td>
</tr>
</tbody>
</table>
## CURRICULUM

### ANOTHER SAMPLE

**Enduring Understandings (The big ideas):**
- Sounds of Latin; grammatical structure of Latin; roles of the gods in everyday life

**Essential Questions:**
- How does Latin sound? How does Latin grammar differ from English? How are English words derived from Latin?

<table>
<thead>
<tr>
<th>Core Content/Objectives</th>
<th>Instructional Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>What students will know</td>
<td></td>
</tr>
<tr>
<td><em>how to pronounce Latin words</em></td>
<td><em>using the chapter pictures, teacher will ask simple Latin questions (Quis est? Ubi est? Quid facit?) and students will answer in Latin.</em></td>
</tr>
<tr>
<td><em>sentence structure of simple and compound Latin sentences</em></td>
<td><em>Students will read stories aloud in small groups and do one or all:</em></td>
</tr>
<tr>
<td><em>basic greetings and questions in Latin</em></td>
<td>- write an English literal translation</td>
</tr>
<tr>
<td><em>3rd person Latin verbs</em></td>
<td>- draw the action/events in order</td>
</tr>
<tr>
<td><em>subjects and prepositional phrases</em></td>
<td>- summarize events in Latin or in English</td>
</tr>
<tr>
<td>Latin &amp; Greek names of 14 great Olympians</td>
<td><em>teacher will use story-telling techniques to draw students’ interest in mythology</em></td>
</tr>
<tr>
<td><em>Roman names for select locations on a map of the Mediterranean world at 50 CE</em></td>
<td></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>What students will be able to do</td>
<td></td>
</tr>
<tr>
<td><em>read aloud Latin sentences with correct pronunciation and phrasing;</em></td>
<td><em>daily oral assessments homework grammar quizzes content quizzes chapter tests</em></td>
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<tr>
<td><em>ask and answer basic Latin questions using a picture prompt;</em></td>
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<tr>
<td><em>write original Latin sentences using a subject, 3rd person verb, and a prepositional phrase</em></td>
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<td><em>find derivatives and cognates for Latin vocabulary in English and in Romance languages;</em></td>
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<td><em>locate places on a Roman map using Latin names</em></td>
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What’s the subject for today’s class? The first conjugation?
CURRICULUM
WHERE WE LIVE

Day to Day Planning
(micro)

Unit Planning
(micro)

Course/Program Design
(macro)
CURRICULUM
WHERE WE LIVE

- Daily Work (2000 ft)
- Unit Design (8000 ft)
- Course Design (12000 ft)
- Program Design (35000 ft)
TRANSFER GOALS

not just an edu-buzzword du jour
TRANSFER GOALS
WHAT IS OUR BIG PICTURE?

• Only a small number, over-arching goals in any given subject area
• Long-term in nature; develop slowly over time
• Performance based; not recall of information
• Authentic application occurs in new situations (not rehearsed)
• Thoughtful assessment of which prior learning is required
• Striving for autonomous application

Jay McTighe
TRANSFER GOALS

Task: With a neighbor, write a rough draft of a transfer goal
TRANSFER GOALS
A SAMPLE

• Students will be able to use their learning independently to . . .

• use the target language in order to make comparisons between products and practices in their own and other cultures to help them understand perspectives.

• interact at a functional level and in culturally appropriate ways in some familiar contexts in the target language.

• seek out opportunities to communicate and participate successfully as an informed citizen in an interconnected world.
I CAN'T CHANGE THE DIRECTION OF THE WIND, BUT I CAN ADJUST MY SAILS TO ALWAYS REACH MY DESTINATION.

— Jimmy Dean

Most TED talks have something inspirational embedded in them. Here’s one for this presentation...
CONTENT-BASED INSTRUCTION
CONTENT-BASED INSTRUCTION
CORE PRINCIPLES

- People learn a second language more successfully when they use the language as a means of understanding content, rather than an end in itself.

- In contrast to selecting content based on how well it fits the language syllabus needs

- Content-Based Instruction better reflects learners’ needs for learning a second language.

  - Immediate relevancy and purpose; language is **needed** to access content

  - Content provides the basis for activating both the cognitive and interactional processes that are the starting point for second language learning.

  - The focus is on comprehension and expression of meaningful and engaging content — more readily activates a range of cognitive skills that are basic to learning

Richards and Rodgers, Approaches and Methods in Language Teaching
CONTENT-BASED INSTRUCTION
EXPANDED PRINCIPLES

1. Removes the arbitrary distinction between language and content
2. Reflects interests and needs of the learner by taking into account authentic use
3. Offers optimal conditions for SLA by exposing learners to meaningful language
4. Provides pedagogical accommodation to learner proficiency levels and skills
5. Language is learned within a larger framework of communication
6. Sustained content is necessary for providing authentic, meaningful substance for students to acquire language
7. Views rich, comprehensible input as necessary but not sufficient for the development of high-level language proficiency

Brinton, Content-based instruction: reflecting on its applicability to the teaching of Korean
CONTENT-BASED INSTRUCTION

EXPANDED PRINCIPLES

• Content matter is not only about acquiring knowledge and skills; the learner creates their own knowledge and understanding.

• Content is related to learning and thinking processes.

• Language learned needs to be related to the learning context — learning through that language, reconstructing the content.

• Interaction in the learning context is fundamental to learning.

• Relationship between languages and cultures is complex — intercultural awareness is fundamental.

Coyle et al., Content and Language Integrated Learning
1. Comprehension is a necessary condition for second language learning to occur.

2. Negotiation of meaning plays an important role in understanding content.

3. Learning is facilitated by corrective* feedback.

4. Learning of both content and language is facilitated by dialogic talk.

5. Prior knowledge plays an important role in CBI.

6. Scaffolded learning plays an important role in CBI.
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<td>Students evaluated on content mastery</td>
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Met, *Content-Based Instruction: Defining Terms, Making Decisions*
THE PROBLEM

The “content” in Content-Based Instruction is another discipline’s content
**OBJECTIVES**

**AN UPDATE**

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Students will be able to...

use the target language in order to make comparisons between products and practices in their own and other cultures to help them understand perspectives.

This is the basis for our “content”
LET’S BUILD SOMETHING

(a unit in a course, because we ain’t got time for a whole course today)
Transfer Goals in Mind

Essential Question: “Who were the Romans?”

Enduring Understanding: The Romans were a diverse people, spanning a large geographic area, with a wide-ranging set of beliefs and experiences.

Driving Question: How did a typical Roman live?

Task #1: What types of content can we gather to drive this inquiry?
Enduring Understanding: The Romans were a diverse people, spanning a large geographic area, with a wide-ranging set of beliefs and experiences.

Driving Question: How did a typical Roman live?

Task #2: Pick 1 or 2 of the “texts” we gathered; what activities will scaffold the learning process? How can we extend for ICC?
Students will be able to use the target language in order to make comparisons between products and practices in their own and other cultures to help them understand perspectives.

**TEXTS ON LIVING:**
- Mix of informational and fictional
- Scaffolded and guided reading
- Pre-teaching strategies

**INTERCULTURAL COMPETENCY**
- Spiral through curriculum
- Scaffolded and guided comparison

**TASKS ABOUT SELF:**
- How do you and your students live?
- Use vocabulary & concepts acquired from content
- Scaffold and model use: opportunities for presentational & interpersonal

**TRANSFER GOAL:**
- Visual overview
WHERE DO YOU GO FROM HERE?

WHAT’S NEXT?

Don’t try to tackle a whole programatic overhaul at once.

Think about a unit for next year, ideally Latin 1 (or introductory course.)

Considering the work today, can you build a CBI unit working towards greater ICC?

How are your assessment practices going to change to reflect your values?

Look ahead.

How are you going to build the program that you, and more importantly, your students want to learn in?
THE BIG TAKEAWAY:
INTENTIONALITY