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3-18-2012

Content-Based Instruction Website for Course Modules

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Citation Details

Basci, Pelin, "Content-Based Instruction Website for Course Modules" (2012). *World Languages and Literatures Faculty Publications and Presentations*. 52.

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CBI website for course modules a Turkish sample © Dr. Pelin Başçı

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Materials

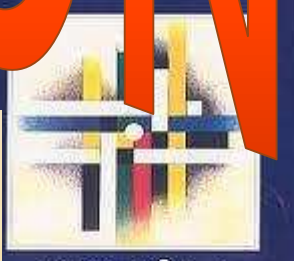
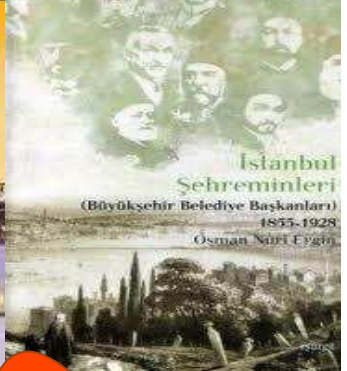
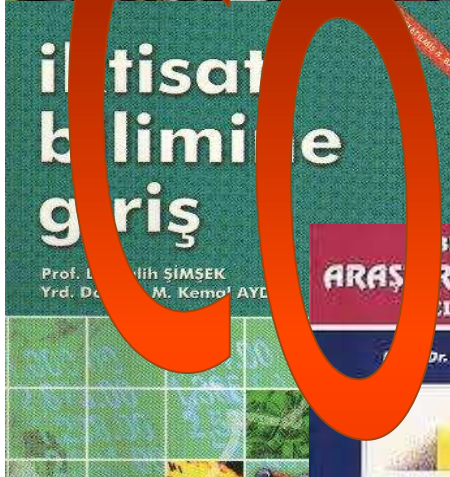
- ▶ Authentic materials that address receptive skills: reading and listening
- ▶ Compiled from the Internet, speech & writing samples from native speaker experts on particular topics
- ▶ Academic/educational (particularly university) contexts with their own rhetorical conventions, cultural formats, specialized terminology, ideological assumptions, etc. [entire baggage]
- ▶ Levels: intermediate–high and above, all the way to distinguished.

Creative license vs. Format coherence

- ▶ *What are the bare minimum qualities and format requirements that every lesson should have, regardless of the contributor, the scholarly/pedagogical, artistic, disciplinary etc. etc. approaches that are employed?*
- ▶ *What kind of information do we provide about each lesson to prospective users?*

Information

- 1. Content area (sub-area)**
- 2. Level**
- 3. Objectives**
- 4. Author of content lesson (acknowledgements)**
- 5. Copyright information about authentic material**
- 6. Parts: pre-reading; reading; post-reading
pre-viewing; viewing; post-viewing**



Program Adı	Program İngilizce Adı	Süre	Fiyat	başlangıç tarihi	bitiş tarihi
İngilizce + Bölüm Hazırlık Programı	İngilizce Hazırlık Programı	1 yıl	2950	10.09.2011	10.09.2011
Genel İngilizce + İDİM	Genel İngilizce + İDİM	1 yıl	2950	10.09.2011	10.09.2011
İngilizce Bölüm Hazırlık Programı	İngilizce Bölüm Hazırlık Programı	5,5 yıl	50	05.09.2011	05.09.2011
İşletme	Business Administration	5,5 yıl	50	05.09.2011	05.09.2011
Bilgisayar Mühendisliği	Computer Engineering	3,5 yıl	50	05.09.2011	05.09.2011
İletişim ve Medya	Communication and Media	3,5 yıl	1950	05.09.2011	05.09.2011
İşletme Mühendisliği	Engineering Business Management	5,5 yıl	1950	05.09.2011	05.09.2011

CONTENTS?

European Commission Terminology from

http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm

“Priority Area” in EU language initiatives

“**Content and Language Integrated Learning (CLIL)** involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain. CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past 10 years and continues to do so.

Teachers working with CLIL are specialists in their own discipline rather than traditional language teachers. They are usually fluent speakers of the target language, bilingual or native speakers. In many institutions language teachers work in partnership with other departments to offer CLIL in various subjects. The key issue is that the learner is gaining new knowledge about the 'non-language' subject while encountering, using and learning the foreign language. The methodologies and approaches used are often linked to the subject area with the content leading the activities.”

Among benefits the website includes

CBI or CLIL “provides opportunities to study content through different perspectives” “diversifies methods and forms of classroom practice” and adds to “**language** diversity”


CBI in English in academic settings of other countries (Europe, the Middle East) has reached such extents that there is concern over production and exchange of knowledge in local, regional languages and their livelihood.

CONTENT AREAS?

Academic, disciplinary, undergraduate curriculum

The kinds of areas grown-up professionals study or investigate

Pilot

- ▶ not the most commonly taught “contents” in language classes.
- ▶ areas of need in professional schools for exchange of all kinds
- ▶ a pilot that reflects its origins in Portland and Portland State as the springboard
- ▶ “the city with the green in mind” and the “university with the city in mind” 
- ▶ But contents also belong to all those who share materials. They can change: **the more the use, the higher the need**. Contents and languages will expand through sharing and by use.

- ▶ We do not design or produce any of the contents, unless it is 'our' area of expertise (literary studies; cultural studies; linguistics, film, etc.).
- ▶ We do not invent contents. [e.g. "hazelnut" is not an academic content by itself, but geography, economy and nutrition as they pertain to hazelnut production and consumption are. So are creative writing, literary studies, history, etc.]

Contents are there as academic/disciplinary areas of study for university students

- ▶ Language instructors serve as conduits betw. the content and the L2 learner by
 - Connecting the student with the source information in target language
 - Making source texts accessible (sheltering),
 - Designing activities that encourage production with skills learned
- ▶ Examples to some disciplinary areas and sub-areas
 - Urban Studies (local/urban environment, sustainable practices)
 - Economy (international economy, political economy)
 - Engineering (engineering management; civil engineering; electrical engineering; systems engineering)

How do we represent the diversity of courses in any single discipline in simple ways? [Naming conventions; sign posts]

Content area ; sub-area; course topic; course topic 1

examples

Economics; international economy; economy of developing countries 1

Economics; international economy; economy of developing countries 2

Economics; political economy; economy of environmental issues 1

Economics; political economy; economy of environmental issues 2

Economics; political economy; economy of environmental issues 3

Civil and Environmental Engineering; Transportation systems 1

Civil and Environmental Engineering; Transportation systems (urban) 2

Civil and Environmental Engineering; Water resources engineering 1

Business; business law

Business; business finance 1

Business; marketing management 1

Business; financial accounting 1

Business; real estate valuation

Business; purchasing and logistics within the food industry

Levels ?

Texts appropriate for intermediate–high and above?

Reading

Intermediate–high [A2/B1] [ILR 1 +]

Advanced–low

Advanced–mid

Advanced–high

Superior

Distinguished

Listening

Intermediate–high [A2/B1] [ILR 1 +]

Advanced–low

Advanced–mid

Advanced–high

Superior

Distinguished

Roughly corresponding to A2 and above on the “**Common European Framework for Reference for Languages**” scale

Roughly corresponding to 1+ and above on the “**Interagency Language Roundtable**” scale.

Information about the text contains a brief justification as to why a particular level was assigned

<http://actflproficiencyguidelines2012.org/>

Information on “Level” and “Objectives”

–No tiring plethora of terminology language teachers throw at each other–

- ▶ Level (identify and justify)
- ▶ Objectives (simply stated goals)

Example:

“Improve comprehension of televised discussion programs ; enrich sports-related vocabulary”

Authentic texts--Copyright ?

- ▶ **the author/designer of lesson**
(acknowledgements)
- ▶ **permission of the author/speaker of source text in target language**



[Open Source information]

Author of Content-based Lesson:

Dr. Pelin Basci, Portland State University

[It is assumed that Basci turned over her copyright of the lesson to the CBI Website by submitting the text. But she remains the acknowledged author.]

Copyright information about authentic source material

- ▶ Title: “Çevre Hakkına Yerelden Yaklaşmak” a text prepared for the Conference entitled “Sivil Topluma Bütüncül Yaklaşım” [A Holistic Approach to Civil Society] by Sivil Toplum Geliştirme Merkezi, December 2005.
- ▶ Author: Prof. Dr. İlhan Tekeli
- ▶ Reprinted and redesigned for educational use with permission of Prof. Tekeli, METU, Ankara

INFORMATION

Content Area: *Urban Development and Sustainability; environmental impact on urban life 1*

Level: *Superior*

This is an abstract text which includes argumentation, opinion, delivered through a specialized vocabulary and complex structures which include some adjectival clauses. Its real challenge is not the structure, but the abstract arguments and specialized vocabulary, which are products of a highly critical academic discourse.

Objectives: *Learn specialized vocabulary, academic discourse on environmentalism in local contexts, i.e. abstract concepts in an argumentative text.*

Author of Content-Based Lesson: *Dr. Pelin Basci, Portland State University*

Copyright information about authentic material: *Reprinted and redesigned for educational use with permission of Prof. Tekeli, METU, Ankara*

Title: “Cevre Hakkina Yerelden Yaklaşmak” a text prepared for the Conference entitled “Sivil Toplumla Butuncül Yaklaşım” [A Holistic Approach to Civil Society] by Sivil Toplum Gelistirme Merkezi, December 2005.

Author: Prof. Dr. İlhan Tekeli

Parts of Lessons

- ▶ **PRE-READING ACTIVITIES:** anticipation & warm up (pictures; vocabulary—anticipate the topic)

Other suggestions:

- ▶ **READING ACTIVITIES** with set exploratory and productive objectives:
observe rhetorical devices (abbreviations; buzzwords; paired constructions etc.)
explore use of syntax (e.g. adjectival clauses with -DIK);
vocabulary and word formation (e.g. improve vocabulary on accounting)
production tasks (summarize narrative; write an essay; draft petitions; list your questions; choose a relevant idiom and explain, etc.)

Other suggestions:

- ▶ **POST-READING ACTIVITIES** such as reviewing a similar source; watching a movie; interviewing a professional, etc. This includes tasks relevant to but independent of the lesson (personal projects)

Other suggestions:



Site Map

▶ Information About the Lesson

▶ Pre-Reading Activities

1. Take a Look at the Following Pictures...
2. The following are Key Words....
3. Review Vocabulary
4. Read the Entire Text [pdf]

▶ Reading Activities

2nd Paragraph

- A) Reading the Text [gist and details]
- B) Grammar and Word Formation
- C) Production of New Texts

3rd Paragraph

- A) Reading the Text [gist and details]
- B) Grammar and Word Formation
- C) Production of New Texts

4th Paragraph

- A) Reading the Text [gist and details]
- B) Grammar and Word Formation
- C) Production of New Texts

▶ Post-Reading Activities

TASK FOR PARTICIPANTS

GROUPS OF TWO

www.cbimesc.co.nr

e-mail: <middleeaststudiescenter@pdx.edu>

1. Find a paragraph-long authentic audio/video OR written text in one of our current (pilot) content areas
 2. Identify source and author
 3. Indicate your name as the lesson author
 4. Determine text level (Remember: intermediate-high and above)
 5. Design a preview OR pre-reading activity
 6. Determine a lesson objective (not the lesson itself)
 7. Include one post-viewing or reading idea
- ▶ *If limited by time, do at least 1-5 above*