

Sustained Content Teaching in Academic ESL/EFL: A Practical Approach

Marcia Pally (Ed.), Houghton Mifflin Company, Boston, 2000, xvi + 247 pp. (soft cover). ISBN 0-395-46076-2

Sustained Content Teaching in Academic ESL/EFL: A Practical Approach is an edited collection of 12 chapters on the implementation of sustained content-based instruction (CBI) in the ESL/EFL classroom. Sustained CBI is defined as the study of one content area over time and is thus contrasted to regular CBI, which, while also concerned with the supremacy of content over language, does not specify that the content should be limited to a single content area.

Before I discuss the contents of the book, it is necessary to clarify the term CBI. In the introduction, the editor states, "Among the earliest CBI programs in the post-war period were those in English for Science and Technology (EST)..." (p. 4). Here the editor erroneously conflates ESP and CBI, for, as is universally acknowledged in the field of ESP, "EST is the senior branch of ESP" (Swales, 1985, p. X). In Master (1997), I distinguished CBI from ESP, describing CBI as a type of syllabus on a par with structural, notional, functional, situational, and task-based syllabi, and ESP as a division of English Language Teaching (ELT), the only other member of which is English for General Purposes (EGP). I suggested that ESP, in contrast to EGP, made substantial use of the content-based syllabus, though it used other syllabi as well, also known as mixed or layered syllabi (Brown, 1995).

ESP was originally divided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP included the English required for the study of Science and Technology (EST), Medicine (EMP), business and economics (EBE), law (ELP), etc. while EOP included the English required to function as a pilot, secretary, auto mechanic, etc. (for the distinction between instructional and operational English, see, e.g. Strevens, 1988). EAP has since come to be associated with study skills and preparatory academic writing and critical thinking skills, which Jordan (1997) labels English for General Academic Purposes (EGAP), describing the original domain of EAP as English for Specific Academic Purposes (ESAP).

Sustained CBI is quite similar to ESAP, in which the constraint of the content to a single area is implicitly assumed (e.g. English for Medicine concerns the content area of medicine). The only difference seems to be that in sustained CBI, at least as promulgated in this text, the content area (described as "universal donor" content, p. 13), is selected by the instructor, is not announced prior to the course, and is thus not selected on the basis of a specific needs analysis. In this sense, sustained CBI is simply theme-based CBI that stays within a single content area.

With that terminological quibble out of the way, I turn now to the content of the book. Six of the chapters concern sustained CBI in specific fields (psychology, English literature, engineering, American history, film and society, and health), four concern sustained CBI in the development of specific skills (academic reading and writing, speaking (via comic books), grammar, and use of the Internet), one concerns assessment in sustained CBI, and the introduction provides a theoretical background and rationale for sustained CBI. Some of the more interesting chapters are summarized later.

Sustained Content Teaching In Academic Esl Efl A Practical Approach

L Cohen



Sustained Content Teaching In Academic Esl Efl A Practical Approach:

Sustained Content Teaching in Academic ESL/EFL Nathalie Bailey, 2000 Through close examination of content based instruction this text gives readers a broad sense of the possible applications of sustained content instruction in an ESL setting and enables them to assess its effectiveness Practicing teachers and teacher trainers learn the value of teaching ESL students to apply skills within the context of a specific subject providing familiarity both with the subject and the forms used to present it **The Cambridge Guide to Pedagogy and Practice in Second Language Teaching** Jack C.

Richards, Anne Burns, 2012-01-31 This collection of original articles provides an overview of key issues and approaches in contemporary language teaching **Integrating Writing Strategies in EFL/ESL University Contexts** Jennifer Lynn Craig, 2012-08-21 Clearly explaining writing across the curriculum WAC pedagogy for English language teachers in university settings this book offers an accessible guide to integrating writing and speaking tasks across the curriculum and in disciplinary courses Teachers will find this book useful because its direct practical advice can be easily incorporated in their classrooms to help their students develop advanced disciplinary English skills in writing oral presentation and graphical presentation Enhancing its usefulness and relevance each chapter includes coverage of the use of technology for teaching and learning ways in which teachers can effectively and efficiently assess writing and speaking and vignettes or examples to illustrate writing strategies or assignments in different contexts Pulling together the key features of writing across the curriculum in one volume this book is an efficient resource for busy EFL ESL teachers worldwide **Foreign Language**

Teaching in Asia and Beyond Wai Meng Chan, Kwee Nyet Chin, Titima Suthiwan, 2011-10-27 This book comprising two parts is concerned with both the science and the art of foreign language teaching with a particular but not exclusive focus on Asia Under the theme of Theoretical foundation and research Part 1 of this book informs the readers about recent efforts in theoretical and empirical research which have had an impact on foreign language teaching or promise to yield results that will shape its future These studies not just from the domain of foreign language teaching but also its primary feeder disciplines of linguistics and second language acquisition offer the necessary theoretical and conceptual foundation for both current and future research and practice As its theme Classroom practice and evaluation studies suggests Part 2 focuses on new and innovative developments in curricular and classroom practice all built upon insights from research in the above mentioned disciplines and poised to become standard practices These projects include qualitative and quantitative evaluation studies which have yielded insightful data for the refinement and continued development of the projects and their underlying theoretical concepts Resources in Education , 2001-04 **Contemporary Applied Linguistics Volume 1** Li Wei, Vivian Cook, 2009-08-23 A comprehensive survey of the ways in which linguistics is being used by researchers in a wide range of interdisciplinary areas Contemporary Applied Linguistics Volume 1 Vivian Cook, Li Wei, 2009-06-23 Written by internationally renowned academics this volume provides a snapshot of the field of applied linguistics and illustrates how

linguistics is informing and engaging with neighbouring disciplines The contributors present new research in the traditional areas of applied linguistics including multilingualism language education teacher learner relationships and assessment It represents the best of current practice in applied linguistics and will be invaluable to students and researchers looking for an overview of the field

World Language Teacher Education Jacqueline F. Davis, 2010-07-01 The significant change in public schools over the last two decades warrants a response in how we prepare teachers This volume is an effort to share the contributors knowledge experience and ideas with colleagues particularly with novice language teacher educators The suggestions in the chapters are primarily provided for the teaching methods course but many can be adapted to other education courses or for professional development programs The first section of the introduction provides a review of issues identified in teacher education including debates accountability and government influence over education The second section explores teacher educators in the literature such as issues in their practice and a focus on foreign language teacher educator practice The third section provides a brief overview of the chapters in the book

Current Issues in English Language Teaching and Learning Mario Cal, Francisco Javier Fernández, Lidia Gómez, 2010-02-19 This volume contains a selection of the papers seminars and workshops presented in the First International Conference on English Language Teaching and Learning ICELT1 held at the University of Santiago Spain in September 2008 as well as a number of valuable original contributions by other specialists who were involved in the conference It aims to represent the views of teachers scholars researchers teacher trainers and curriculum developers from all over the world from the USA and Japan to Europe It is addressed to ELT teachers researchers and professionals who want to reflect upon and develop their knowledge and practice of current issues in English language teaching and learning Current problems in many of the areas of ELT are given different solutions depending on the context in which respective contributors conduct their work It is precisely this international perspective that makes this volume unique and illustrative of different realities with a similar objective in mind the implementation and improvement of English language teaching The various contributions have been organised in four main sections that correspond to the major focal topics of the conference teacher training and development classroom management and practice new technologies and language teaching and research on learner language

L2 Writing Beyond English Nur Yiğitoğlu Aptoula, Melinda Reichelt, 2019-04-10 Most of what we know about writing in a second or foreign language L2 is based on conclusions drawn from research on L2 writing in English However a significant quantity of L2 writing and writing instruction takes place in languages other than English and so there is a need for studies that look beyond English The chapters in this book focus on languages other than English and investigate curricular issues multiple languages in contact conflict in L2 writing instruction and student attitudes toward pedagogical practices The collection as a whole makes a valuable contribution to the study of L2 writing and it will also prove an essential resource for instructors of second and foreign language writing

Proceedings of the 3rd International Conference on Decision Support

System Technology 2017 Isabelle Linden,Bertrand Mareschal,Shaofeng Liu,Jason Papathanasiou,Christian Colot,2017-05-29 This Proceedings presents the short papers posters and abstracts of full papers accepted to the 3rd International Conference on Decision Support System Technology ICDSST 2017 held in Namur Belgium during May 29th to 31st 2017 This event had a main theme Data Information and Knowledge Visualisation in Decision Making This event is organized by the Euro Working Group on Decision Support Systems EWG DSS in collaboration with the University of Namur Belgium the EFFaTA Research Team of the University of Namur and the Universit libre de Bruxelles Belgium

Form-Focused Instruction and Teacher Education Sandra Fotos,Hossein Nassaji,2013-12-02 An overview of form focused instruction as an option for second language grammar teaching It combines theoretical concerns classroom practices and teacher education

Internet in languages for specific purposes and foreign language teaching María José Esteve,M. Lluïsa Gea Valor,2003 La relació entre llengua i Internet es posa de manifest en aquesta obra que fa èmfasi en la manera com Internet contribueix al desenvolupament d'aspectes pràctics com ara la recerca terminològica l'ensenyament fent servir materials curriculars en xarxa

Faces of English Education Lillian L. C. Wong,Ken Hyland,2017-04-28 Faces of English Education provides an accessible wide ranging introduction to current perspectives on English language education covering new areas of interest and recent studies in the field In seventeen specially commissioned chapters written by international experts and practitioners this book offers an authoritative discussion of theoretical issues and debates surrounding key topics such as identity motivation teacher education and classroom pedagogy discusses teaching from the perspective of the student as well as the teacher and features sections on both in and out of class learning showcases the latest teaching research and methods including MOOCs use of corpora and blended learning and addresses the interface between theory and practice analyses the different ways and contexts in which English is taught learned and used around the world Faces of English Education is essential reading for pre and in service teachers researchers in TESOL and applied linguistics and teacher educators as well as upper undergraduate and postgraduate students studying related topics

Teaching Readers of English John Hedgcock,Dana R. Ferris,2009-09-10 A comprehensive manual for pre and in service ESL and EFL educators this frontline text balances insights from current reading theory and research with highly practical field tested strategies for teaching and assessing L2 reading in secondary and post secondary contexts Teaching Readers of English provides a thorough yet accessible survey of L2 reading theory and research addresses the unique cognitive and socioeducational challenges encountered by L2 readers covers the features of L2 texts that teachers of reading must understand acquaints readers with methods for designing reading courses selecting curricular materials and planning instruction explores the essential role of systematic vocabulary development in teaching L2 literacy includes practical methods for assessing L2 students proficiency achievement and progress in the classroom Pedagogical features in each chapter include questions for reflection further reading and resources reflection and review questions and application

activities Equitable Access for English Learners, Grades K-6 Mary Soto, David E. Freeman, Yvonne S. Freeman, 2019-12-20

Plain and simple until our English learners have equitable access to the curriculum they'll continue to struggle with subject area content. And if you're relying on add-ons to fit in from your language arts basal or a supplementary program, Mary Soto, David Freeman, and Yvonne Freeman are here to equip you with much more effective, efficient, and engaging strategies for helping your English learners read and write at grade level. One assurance right from the start: Mary, David, and Yvonne are not suggesting you reinvent your curriculum. Instead, *Equitable Access for English Learners, Grades K-6* focuses on how to fortify foundational practices already in place. First, you'll learn more about the Equitable Access Approach; then it's time to dive into the book's four units of study. Drawing on each unit's many strategies, you'll discover how to apply them to any unit in your own language arts curriculum and start differentiating. How to draft and implement language objectives to help English learners meet academic content standards. How to make instructional input comprehensible, including translanguaging strategies that draw on your students' first languages when you don't know how to speak them. How to utilize the characteristics of text to support readers, along with a rubric for determining a text's cultural relevance. How to build students' academic content knowledge and develop academic language proficiency. Each unit addresses a commonly taught topic in today's language arts programs and comes with ready-to-go review and preview activities, key strategies, grade-level adaptations, reflection exercises, and printable online resources. Taken as a whole, they constitute an all-new approach for providing that equitable and excellent access our English learners so rightfully deserve. When you adopt our Equitable Access Approach, your students will not only thrive; they'll also find your language arts curriculum much more meaningful and engaging. Mary Soto, David E. Freeman, and Yvonne S. Freeman

Teaching Readers of English John S. Hedgcock, Dana R. Ferris, 2018-02-13

A comprehensive manual for pre- and in-service ESL, EFL, and EIL educators who work with multilingual students at the secondary and postsecondary levels, this text balances insights from reading theory and research with highly practical, field-tested strategies for teaching and assessing second language reading that educators can readily adopt and adapt to suit their contexts and student populations. *Teaching Readers of English* is a complete go-to source for teaching reading and promoting classroom and professional literacies in an increasingly digital world. Offering principled approaches and methods for planning and delivering effective L2 reading instruction, the text includes pedagogical features such as questions for reflection, further reading, and resources, and application activities to develop purposeful classroom reading lessons in a range of contexts. Changes in the Second Edition: Updated and revised chapters on formative and summative reading assessment; developing vocabulary knowledge and grammatical skill; and cultivating extensive reading and literary appreciation. Updated information on institutional settings and reader demographics. New pedagogical features in each chapter, including Chapter Summaries, Further Reading, Reflection, and Review, and Application Activities. A streamlined chapter sequence to enhance the text's usability.

A Kaleidoscope of Models and Strategies for Teaching English to

Speakers of Other Languages Deborah Norland Ph.D.,Theresa Pruett-Said,2006-08-30 Written by teachers for teachers this is a practical introduction to models and strategies employed in the teaching of English language learners Each chapter discusses several models and or strategies by focusing on particular methods It gives the background of the method s development discusses practical examples and applications provides possible caveats and modifications and offers a list for further reading about the method Written by teachers for teachers this is a practical introduction to models and strategies employed in the teaching of English language learners Each chapter discusses several models and or strategies by focusing on particular methods It gives the background of the method s development discusses practical examples and applications provides possible caveats and modifications and offers a list for further reading about the method The book is written to be of immediate use to classroom teachers but will also be valuable as a supplementary textbook All methods discussed are currently being taught in Norland s classes and implemented through the student teaching program at Luther College Strategies include Grammar based Approaches The Silent Way Experiential Language Learning Literature based Approach Family Literacy and many more Grades K 12 The Challenge of Developing Academic Language in Spanish and English Through Science Sandra Patricia Mercuri,2007 **Content-based Second Language Instruction** Donna Brinton,Marguerite Ann Snow,Marjorie Bingham Wesche,2003 In the Michigan Classics Edition of Content Based Second Language Instruction the authors provide updates on the field of CBI in second language acquisition since 1989 While the core of the book remains the same new features discuss important CBI related research and modifications to the pedagogy in the past many years Content Based Second Language Instruction Michigan Classics Edition now includes a new preface a glossary of key terms an updated bibliography an epilogue highlighting the major developments in the field since 1989

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