

## Building Language Proficiency in Content-Based Courses

Craig Bergeson

Weber State University

Annotated Bibliography

Baecher, L., Farnsworth, T., & Ediger, A. (2014). The challenges of planning language objectives in content-based ESL instruction. *Language Teaching Research, 18*(1), 118-136.

A study of ESL lesson plans. Participants tended to have more difficulty designing language objectives than content objectives. There was also a tendency to write language objectives that focused more heavily on the four language skills and on vocabulary than on grammatical structures, functions, or language learning strategies.

Brinton, D. M., & Snow., M. A. (Eds.). (1997). *The content-based classroom (2-20)*. Ann Arbor: University of Michigan Press.

A collection of solid articles on a wide variety of topics related to content-based instruction.

Brinton, D. M., & Snow, M. A. (1997). The evolving architecture of content-based instruction. In Brinton, D. M., & Snow., M. A. (Eds.), *The content-based classroom (2-20)*. Ann Arbor: University of Michigan Press.

The authors offer a solid argument for and a complete history of content-based instruction. They also make predictions and recommendations for its future.

Genesee, F (1994). *Integrating language and content: Lessons from immersion*. Washington, D.C.: National Center for Research on Cultural Diversity and Second Language Learning.

Genesee argues for the value of content-based instruction and for making intentional language learning a part of that instruction.

Kong, S. (2009). Content-based instruction: What we can learn from content-trained teachers' and language-trained teachers' pedagogies. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 66(2), 233-267.

Through this study of the pedagogies of two language-trained teachers and two content-trained teachers, in their content-based second language classrooms at the middle-school level, Kong argues that, regardless of their background, teachers in content-based classrooms need to be aware of form-function relationships.

Met, M. (1994). Teaching content through a second language. In Genesee, F. (Ed.), *Educating second language children: The whole child, the whole curriculum, the whole community* (159-182). New York: Cambridge University Press.

Met argues that teachers should view every content lesson as a language lesson, and she offers suggestions for accomplishing that goal.

Met, M. (1999). *Content-based instruction: Defining terms, making decisions*. Washington, DC: The National Foreign Language Center.

A brief yet thorough overview of content-based instruction.

Rodgers, D. M. (2015). Incidental language learning in Foreign Language Content Courses. *The Modern Language Journal*, 99(1), 13-136.

In a study of language learning in upper-division content courses (i.e. culture and literature), some incidental learning took place, especially in reading and writing; however, according to Rodgers, more could be done in these courses to intentionally move students to higher levels of proficiency because they didn't show strong gains in language production.

Rubio, F., Watzinger-Tharp, J., Tharp, D. S. (2018). Linguistic performance of dual language immersion students. *Foreign Language Annals*, 51(3), 578-595.

A comprehensive review of research related to levels of proficiency attained in dual immersion programs and a study of levels of proficiency attained in the Utah DLI program. While results of the study varied according to language and other factors, the overall results indicate that, while a significant number of students reached target levels in listening and reading, many did not reach target levels in speaking.

Stoller, F. L. (2002). *Content-based instruction: A shell for language learning or a framework for strategic language and content learning*. Retrieved from <http://carla.umn.edu/cobaltt/modules/strategies/stoller2002/stoller.pdf> (Original work presented at TESOL, 2002, SLC, UT.)

Stoller argues that each unit in a course should build on the previous one and should require that students are constantly challenged and constantly progressing—in both content knowledge and language proficiency.

Valeo, A. (2013). The Integration of Language and Content: Form-Focused Instruction in a Content-Based Language Program. *The Canadian Journal of Applied Linguistics*, 16(1), 25-50.

A thorough review of research on the balance of content learning and language learning in content-based instruction.