



# LITERACY ACROSS THE CURRICULUM: THE VIEW FROM THE U.S.

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# CONVERGENCE IN LANGUAGE TEACHING

- CLIL

- *"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."*  
Marsh, 1994

- CBLT

- **Content-based instruction (CBI)** is a significant approach in language education (Brinton, Snow, & Wesche, 1989), designed to provide second-language learners instruction in content and language (hence it is also called *content-based language teaching*; CBLT).

- Common Core Standards

- Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines. (<http://www.corestandards.org/ELA-Literacy/>)

# COMBINING CONTENT WITH LANGUAGE

- Bilingual Integration of Languages and Disciplines (BILD)
- Content and Language Integrated Learning (CLIL)
- Content and Language Integration in Primary CLIP
- Content-based Instruction (CBI)
- Content-based Language Instruction (CBLI)
- Content-based Language Teaching (CBLT)
- English Across the Curriculum (EAC)
- English as an Academic Language (EAL)
- English as a Medium of Instruction (EMI)
- Foreign Language Immersion Program (FLIP)
- Foreign Languages as a Medium of Education (FLAME)
- Languages Across the Curriculum (LAC)
- Teaching Content Through English
- Teaching English Through Content

# COMMON CORE STANDARDS- GRADE 5

- Reading Informational Texts- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

## Writing-

- A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- B. Develop the topics with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

# CCS- GRADE 7 MATH

- Construct viable arguments and critique the reasoning of others
- Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They justify their conclusions, communicate them to others, and respond to the arguments of others.

# WHAT CONSTITUTES ACADEMIC LANGUAGE?

5.4 content words  
per sentence  
versus 2 content  
words in social  
language

More use of  
passive voice

- Like many organisms studied in this chapter, planarians are hermaphrodites. During sexual reproduction, individual planarians exchange sperm, which travel along special tubes to reach the eggs. Fertilization occurs internally, and embryos are released in capsules into the water, where they hatch into tiny planarians.
- Feng (2008)

Nominalizations



# MORE CHARACTERISTICS OF ACADEMIC LANGUAGE

Low-  
frequency  
vocabulary

- A steel roller coaster is a roller coaster that has a track made of steel. Steel coasters are made up of tubular steel track and polyurethane-coated wheels, and can provide a taller, smoother, and faster ride with more inversions than a traditional wooden roller coaster. The fact that fewer supports are needed means steel roller coasters have made a large variety of features possible, such as Loops, Barrel Rolls, Corkscrews, Zero-G Rolls and Beyond 90° Drops.

Adverb clauses

- While a steel roller coaster has many advantages over wooden roller coasters, many people prefer the wooden ones because the ride is rougher and shakier, making it scarier.

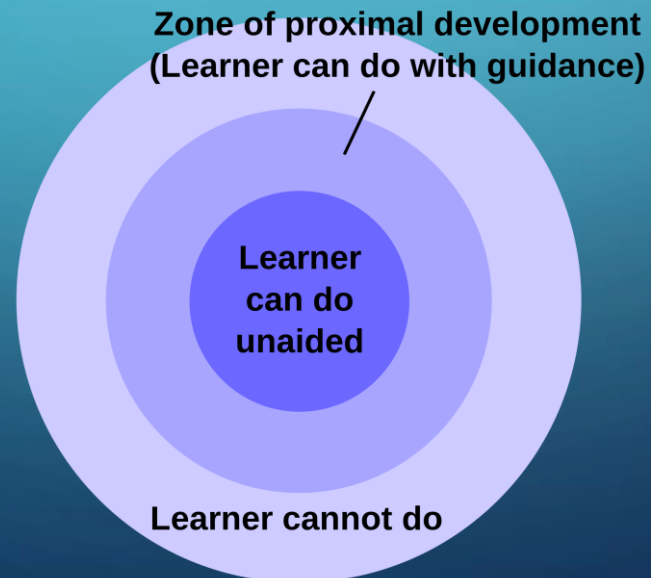
Adjective clauses

Noun clauses

Complex  
comparisons

# DISCONNECT BETWEEN ESL/EFL TEXTS AND ACADEMIC LANGUAGE

- Most ESL/EFL texts simplify complex text to structures students can produce
- With help, students can comprehend texts with features they are not ready to produce.





# PROBLEM WITH ESL TEXTS

- Text may be too simplified, not academic enough.
- Short, simple sentences.
- Mostly 1st person subjects.
- Simple verb forms
- Short paragraphs rather than extended discourse.



In Greece, we celebrate Independence Day on March 25. Greece became an independent country on March 25, 1821. I am learning traditional Greek dances at school so that I can join the Independence Day festival in my town next year. I am excited to help my community celebrate this special day!

# MAKING TEXTS ACCESSIBLE

- Principle 1: Students can handle more complex language when they already know much of the content.
- Principle 2: Students can comprehend texts that are more complex than the language they are capable of producing.

- Web resources- find slightly more difficult texts on related topics.

- Example from a lesson plan for grades 3-5 by Maria Hueller

- (<http://teacherlink.ed.usu.edu/tlresources/units/byrnes-celebrations/mid.html> )

- In the early nineteenth century the Mexicans were discussing how to revolt against Spain. This thought of revolting was influenced by America and France. There were several groups starting to rally the people for this cause. A leader of one of these groups was a priest named Father Miguel Hidalgo. Hidalgo lived in Dolores, Mexico. Hidalgo and his officers were planning a revolt for late fall of 1810. There were things that they needed to do to prepare the people for the revolt. They needed to make swords, bullets, and train the Indians how to fight. The Spanish people found out about the revolt and the Spanish government ordered the arrest of Hidalgo and his officers. When Hidalgo heard about this, he called a meeting at his church. He rang the church bell on the night of September 15, 1810 to call his congregation to the church for a mass. When all the people arrived, Father Hidalgo rallied the people to fight. He gave the speech that is now called Grito de Delores. He said "Viva Mexico" and "Viva la independencia!" These famous words he said have been remembered and are said each year at the Independence Day celebrations.

## EXAMPLE FROM ESL/EFL TEXT

Mostly high-frequency vocabulary

2 passive verbs

Avg. 18 words per sentence

- The people of Kiribati (pronounced Kir-uh-bas) are afraid that one day in the near future, their country will disappear—literally. Several times in the past few years, the Pacific island nation has been flooded by sudden high tides. These tides, which swept across the islands and destroyed houses, came when there was neither wind nor rain. The older citizens of Kiribati say this has never happened before.
- Kiribati consists of 33 islands scattered across 3,860 kilometers (2,400 miles) of the Pacific Ocean near the equator. They are particularly threatened by high tides because none of the islands of Kiribati rises more than 2 meters (6.5 feet) above sea level.

1 noun clause

2 adverb clauses

# SUPPLEMENTAL TEXT

Low-frequency  
vocabulary

Complex  
sentence  
with 3  
actions

Avg. 40  
words per  
sentence

- TARAWA, Kiribati — One clear bright day last winter, a tidal surge swept over an ocean embankment here in the remote, low-lying island country of Kiribati, smashing through the doors and windows of Betio Hospital and spewing sand and debris across its maternity ward.
- For years, scientists have been predicting that much of Kiribati may become uninhabitable within decades because of an onslaught of environmental problems linked to climate change. And for just as long, many here have paid little heed. But while scientists are reluctant to attribute any specific weather or tidal event to rising sea levels, the tidal surge last winter, known as a king tide, was a chilling wake-up call.

Sentence  
with noun  
clause,  
adverb  
clause,  
and  
reduced  
adjective  
clause

Time Magazine,  
2016/7/10

Sentence with complex dependent  
clause, reduced adjective clause



# WAYS OF SCAFFOLDING TEXTS

- Work from simpler to more complex
- Work from visuals to text
- Work from oral language to written





# FROM SIMPLE TO MORE COMPLEX

About 5  
cw per  
sentence

- Mass and volume are two units used to measure objects. Mass is the amount of matter an object contains, while volume is how much space it takes.

1 passive  
expression

- Example: A bowling ball and a basketball are about the same volume as each other, but the bowling ball has much more mass.

No  
dependent  
clauses

The difference between mass and weight is that mass is the amount of matter in a material and weight is a measure of how the force of gravity acts upon that mass.

**Mass** is the measure of the amount of matter in a body. Mass is denoted using  $m$  or  $M$ . **Weight** is the measure of the amount of force acting on a mass due to the acceleration due to gravity. Weight usually is denoted by  $W$ . Weight is mass multiplied by the acceleration of gravity.  $W = m * g$

Some sentences  
have 8-12 cws

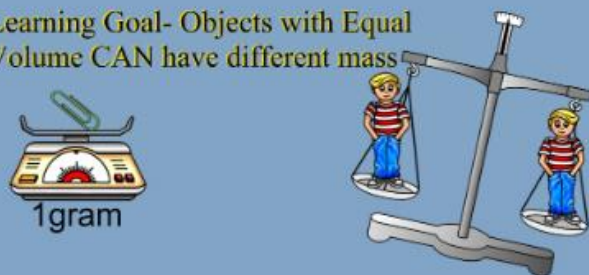
3 passive  
expressions

3 dependent  
clauses

# WORK FROM GRAPHIC TO TEXT AND ORAL LANGUAGE TO TEXT

Guided Notes: Equal Volume Different Mass

Learning Goal- Objects with Equal Volume CAN have different mass



The graphic contains two illustrations. On the left is a small digital scale with a green weight on top and a display showing '1gram'. On the right is a balance scale with two pans. Two cartoon boys of the same height are standing on the pans. The boy on the left pan is on a smaller pan, and the boy on the right pan is on a larger pan, illustrating that objects with the same volume can have different masses.

- The two boys are the same height and measure the same around. Why is one heavier than the other?

<b>Student A</b>	
What are some measurements of mass?	Grams, ounce
What are some measurements of volume?	Gallons, centiliters
What can you measure by putting an object in water?	volume
What is an example of something with a large mass?	
What is an example of something with a small mass?	A peanut
<b>Student B</b>	
Name some measurements for mass	Kilograms, pounds
What are some measurements of volume?	Liters, cups, quarts
What can you measure by putting an object in water?	
What is an example of something with a large mass?	elephant
What is an example of something with a small mass?	

# TEXT RECONSTRUCTION

- Strip story-
  - Cut text in strips
  - Students put in order
  - Multiple readings to determine order
  - Attention to text organization, cohesion strategies

- **While a steel roller coaster has many advantages over wooden roller coasters, many people prefer the wooden ones because the ride is rougher and shakier, making it scarier.**
- **Steel coasters are made up of tubular steel track and polyurethane-coated wheels, and can provide a taller, smoother, and faster ride with more inversions than a traditional wooden roller coaster.**
- **A steel roller coaster is a roller coaster that has a track made of steel.**
- **The fact that fewer supports are needed means steel roller coasters have made a large variety of features possible, such as Loops, Barrel Rolls, Corkscrews, Zero-G Rolls and Beyond 90° Drops.**

## MAKE REFERENCES EXPLICIT

- Draw attention to pronoun referencing
- Use visual cues to references
- **While a steel roller coaster has many advantages over wooden roller coasters, many people prefer the wooden ones because the ride is rougher and shakier, making it scarier**



# SENTENCE STEMS

- \_\_\_\_\_ is a measure of \_\_\_\_\_.
- The difference between \_\_\_\_\_ and \_\_\_\_\_ is that \_\_\_\_\_
- A \_\_\_\_\_ is a \_\_\_\_\_ that is made of \_\_\_\_\_.

# A WORD ABOUT ASSESSMENT

- Content learning may follow a path or curriculum.
- Language acquisition will be “messy”, not structured by traditional grammatical sequences.
- Assessment: can students communicate meaning about content?



- PPT available at <http://umdrive.memphis.edu/ga-appliedlinguistics/Public/ViewfromUS.pptx>

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