

Content-Based Language Instruction (CBLI) QUICK GUIDE

WHAT IS CONTENT-BASED LANGUAGE INSTRUCTION (CBLI)?

CBLI is an integrated approach to language instruction in which language is developed within the context of content delivery that is culturally and linguistically responsive.

Sheltered instruction is a similar term used to describe instruction that makes content comprehensible while supporting language development. However, CBLI emphasizes the targeted and intentional methods used to meet the affective, linguistic, and cognitive needs of emergent bilingual (EB) students through the medium of content in the students' primary language and/or English.

IMPORTANT DEFINITIONS:

Emergent bilingual (EB) student is a term that has replaced English learner (EL) in TX and describes a student who is in the process of acquiring English and has another language as the student's primary or home language.

Culturally and linguistically responsive teaching is an intentional instructional approach that focuses on students' assets and makes learning relevant through targeted connections to students' cultures, languages, and life experiences.

Additive bilingualism is when the learner's first language continues to be developed while adding and acquiring the second language rather than as a replacement for it.



KEY POINTS:

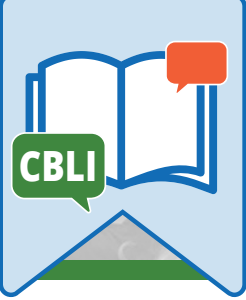
Content-based language instruction

- ▶ applies to all programs for EB students (bilingual and ESL),
- ▶ applies to any language of instruction (primary/partner language and English),
- ▶ is part of Tier I instruction as it provides equitable access to general content instruction,
- ▶ holds high expectations at grade level in each content area, and
- ▶ encompasses an asset-based approach.

ELEMENTS OF CBLI:

- #1** SECOND LANGUAGE ACQUISITION
- #2** DIVERSIFIED SUPPORT
- #3** CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES (CLSP)

Note: Each element has embedded instructional methods for language development within content areas.



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#1

SECOND LANGUAGE ACQUISITION

Understanding the process of second language (or multi-language) acquisition is foundational to supporting emergent bilingual students. According to Stephen Krashen and his five hypotheses for second language acquisition, language is acquired when given comprehensible input in low-anxiety situations and when presented with interesting and meaningful messages that are understood. Effective instructional design for EB students should include opportunities to listen, speak, read, and write at their current levels of language development while gradually increasing the linguistic complexity of the academic language they read and hear, and are expected to speak and write. Since strong language development in one language plays a significant role in acquisition of another, quality and duration of primary language instruction impacts student achievement. Thus, primary language instruction and

cross-linguistic connections are vital in additive bilingual programs, such as dual language programs. Access to primary language and/or cross linguistic connections are as important in transitional bilingual education and English as a second language (ESL) programs.

PROVIDE OPPORTUNITIES TO:



LISTEN



SPEAK



READ



WRITE

#2

DIVERSIFIED SUPPORT

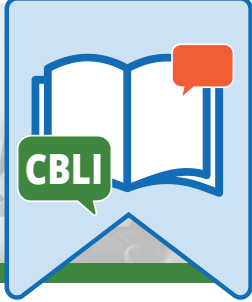
Emergent bilingual students are diverse in many ways, including language and cultural heritage as well as levels of language proficiency. Particularly, newcomers and long-term EB students are two diverse populations with distinct needs and strengths.

Newcomers are recently arrived immigrant students (typically in their first 3 years in U.S. schools).

- ▶ They are not always identified as emergent bilingual, and they are not always at beginning or intermediate levels of English proficiency.
- ▶ Typically, newcomer EB students need strategic oral language development.

Long-term emergent bilingual students have been in U.S. schools for 6 or more years and have not yet reclassified as English proficient.

- ▶ They are typically orally bilingual, have had limited opportunities for native/home language literacy development, and may be transnational or have received inconsistent U.S. schooling.
- ▶ Typically, long-term EB students benefit from literacy development in both their native/home language and in English, such as additive bilingual programs.



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#3

CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES (CLSP)

Emergent bilingual students, as well as other culturally and linguistically diverse (CLD) student groups, add a rich heritage of multilingualism and multiculturalism to the classroom, imparting funds of knowledge that strengthen the learning environment for all students. In Texas, over 1.1 million diverse EB students alone make up over 20% of the total student population, so implementing culturally and linguistically sustaining practices (CLSP) is essential for educators to effectively support the affective, linguistic, and cognitive needs of each student.

1 out of 5
Texas students



is an emergent bilingual student.

To ensure educational equity, educators (including teachers and administrative leadership) of CLD students must:

- ▶ value and intentionally seek to understand the diverse funds of linguistic and cultural knowledge, prior experiences, and interests of their students and families funds of knowledge
- ▶ capitalize on students' cultural and linguistic resources as a basis for intentional instructional connections, which impact linguistic development and academic achievement;
- ▶ create an environment of inclusivity that ensures students feel seen and heard in their classroom setting; and
- ▶ employ differentiated methods to ensure equitable access to language and content.



INSTRUCTIONAL METHODS

Content-based language instructional methods are essential as educators regularly plan and deliver instruction to EB students and reflect on effectiveness based on evaluation of student performance. CBLI connects to the linguistically accommodated content instruction mentioned in the English Language Proficiency Standards (ELPS), encompassing language-focused methods that are communicated, sequenced, and scaffolded and used in any language of instruction to support language development. CBLI methods include:



Communicated (comprehensible input)

- » Repeated exposure and meaningful practice with content material
- » Context-embedded resources: visuals, gestures, realia, symbols, manipulatives
- » Clearly expressed instructions for tasks
- » A focus on communicative functions over form



Sequenced (differentiated instruction)

- » Explicit academic language instruction
- » Connections to prior knowledge
- » Cross-linguistic connections and access to authentic primary language resources
- » Alternative assessment opportunities to demonstrate content knowledge



Scaffolded (structured support)

- » Structured oral language development, such as sentence frames and appropriate wait time
- » Meaningful and authentic cooperative learning
- » Instructional modeling, including use of outlines and graphic organizers
- » Emphasis of contextual supports within texts