Content-Based Instruction in Turkish: Opportunities and Concerns

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Outline

Higher Education at American Institutions

Reaching the Goals of LEAP

The Status of World Languages today

Within the Educational System

The Role of CBI

Historical Overview of CBI

Assessment of CBI

CBI's Promise for the LCTLs

The Turkish Case
LEAP Project:

The Essential Learning Outcomes
College Learning for the New Global Century

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning
LEAP Project:

- Knowledge of Human Cultures and the Physical and Natural World

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused by engagement with big questions, both contemporary and enduring*
LEAP Project:

- Intellectual and Practical Skills:
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Information literacy
  - Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
LEAP Project:

• Personal and Social Responsibility:

✓ Civic knowledge and engagement – local and global
✓ Intercultural knowledge and competence
✓ Ethical reasoning and action
✓ Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges
LEAP Project:

• Integrative and Applied Learning:

  ✓ Synthesis and advanced accomplishment across general and specialized studies

  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
Reaching the Goals of LEAP

Knowledge of Human Cultures and the Physical and Natural World – through study in the

LANGUAGES

Focused by engagement with big questions, both contemporary and enduring

ACTFL
Reaching the Goals of LEAP

study in the **LANGUAGES**: Focused by engagement with big questions, both contemporary and enduring
The Status of World Languages today within the US Educational System

Language taught as 'skill':

“The first two years of language study are usually viewed as the language program *per se*, [...]everything beyond that with the exception of advanced conversation and composition courses, is viewed as falling in the domain of literature or cultural studies broadly conceived as the domain of the intellectual elite.”

[C. Kramsch, 1998]
The Status of World Languages today within the US Educational System

Language taught as 'skill':

“. . . ideas, not skills, are considered central to the intellectual mission of the university”

[C. Kramsch, 1998]

i.e., there is a discrepancy between the mission of Higher Education and realities on the ground. This has led to a 'marginalization' of language study in academe.
Reaching the Goals of LEAP

Search for New Paths - New Curricula

- Study Abroad
  - Languages Across the Curriculum: LAC
  - Cultures and Languages Across the Curriculum: CLAC
  - Foreign Languages across the Curriculum: FLAC
  - Content and Language Integrated Learning: CLIC

- Content-Based Instruction
Reaching the Goals of LEAP

Search for New Paths – status today

- Languages Across the Curriculum: LAC
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Reaching the Goals of LEAP

Search for New Paths - New Curricula

Content-Based Instruction?

... looking for a new paradigm shift, one that 'seeks to release language study from the imprisoning metaphor of 'acquirable skill' and create a vision of language study as a fundamentally humanistic endeavor of mapping form and meaning, of matching language with the meaning of texts in their cultural and social contexts.'

[Comer, 2005]
The Role of Content-Based Language Instruction

*Historical Overview of CBI*

ESL,
ELL,
EFL,
K-12
Immersion
Foreign language instruction
The Role of Content-Based Language Instruction

**Historical Overview of CBI**

Professional literature points to ELL/ESL in Canada and Britain as the incubator in the 1960s

_yet:_

Foreign language secondary schools in Turkey have been using CBI since the 1860s [French, English, German, Italian]
The Role of Content-Based Language Instruction

**Historical Overview of CBI**

Sample German language instruction at the Alman Lisesi [est. 1868]:

German Language Instruction + subjects in German

- **Preparatory year:** 25 hours per week
- **6th grade:** 10 hours per week
- **7th to 9th grade:** 6 hours per week
- **10th to 12th grade:** 5 hours per week
Support for CBI

- Second Language Acquisition Research
  - Krashen - i+1
  - Swain - output: explicit attention to the productive language
  - Garrett - form/content integration for instruction
  - Lantoff - Vygotskian ‘zone of proximal development’
  - Cummins - ‘cognitive academic language proficiency’

- Educational and Cognitive Psychology Studies
  - Training studies - cooperative learning
  - Deep Processing
  - Motivation - interest research
The Role of Content-Based Language Instruction

Support for CBI

Cummins’ CALP: ‘Cognitive Academic Language Proficiency’

CBI ‘offers a framework that manipulates more complex and authentic texts’
‘the need for more demanding language abilities suggests that a CBI approach would be the most effective way for [learners] to develop CALP’
Explicit Grammar Instruction [EGI]

Can affect the acquisition process:

- as an advanced organizer
- as a meaning-form focuser that aids in establishing meaning-form relationship for morphologically complex forms
- providing forms for monitoring output

Terrell ‘91
Quote 2:
‘input must be language that encodes meaning’
VanPatten ‘93

[explicit instruction can facilitate language acquisition as long as instruction is language that encodes meaning]
VanPatten ‘93
Cadierno ‘95
The Role of Content-Based Language Instruction

**Support for CBI**

"We can all use CBI as a framework for language and content learning rather than use content . . . simply as a shell for language teaching."

"When we send our students out of the classroom with enhanced language abilities, critical thinking skills, and collaboration skills, . . . they have the ability to apply knowledge to real world problems. . . Essentially we are preparing them to be life-long learners.

F. Stoller [2002]
Content-Based Language Instruction

- Challenges to students:
  - Lacking adequate proficiency

- Challenges to instructors:
  - Lacking pedagogical preparation
  - Lacking content knowledge
  - Lacking resources

- Challenges to deans and administrators:
  - Finding and funding professional instructors
CBI’s Promise for the LCTLs

THE TURKISH CASE

- Where do we teach?
- What do we teach?
- Who are our learners?
- What is their reason?
- Who teaches?
- Who does assessment?
Turkish Language Instruction

- **Where?**
  - Private institutions
    - 1985: 12
    - 2012: 35
  - Public institutions
    - 1985: 16
    - 2012: 24
  - NRCs
    - 1985: 11
    - 2012: 20

- **Turkish Flagship at Indiana**

- Where has funding come from?
  - Government Funding [State Dept, USED Title VI, DOD]
  - Institutional Commitment
    - Private Funding [Mellon, Ford, ITS]
Recent Growth for Turkic and Turkish

2012 AATT figures, based on 24% return
## Turkish Courses 2011-2012

<table>
<thead>
<tr>
<th>Levels</th>
<th>Institutions [%]</th>
<th>Weekly contact</th>
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<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>100%</td>
<td>4 - 5</td>
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<td>63%</td>
<td>3 - 5</td>
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<td>38%</td>
<td>2 - 3</td>
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<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; year</td>
<td>11%</td>
<td>2 - 3</td>
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</table>
Reasons for Learning Turkish
Who teaches?
Ideal Turkish Language Instructor
at Institutions of Higher Education

- Language Competency
- Cultural Competency
- Linguistic Competency
- Pedagogical Competency
- IT Minimal Competency

Plus – for CBI - expertise in:

CONTENT
How do we assess?
At Institutions of Higher Education

▪ NMELRC Assessment Tool
  ▪ For Intermediate and Advanced Reading and Listening Comprehension

▪ STAMP Assessment Tool
  ▪ For Novice and Intermediate Reading

▪ no standard across the field testing
CBI and Turkish - Concerns

- Lack of Programs
- Lack of Human Resources
  - Lack of Teacher Training
- Lack of Teaching Resources
- Lack of Adequate Assessment
Making a case for studying Turkish: **linkage to constituents**
- Defining strategies for persuading university administrations to support instruction in Turkish beyond 2-4 semesters
- Developing a multi-year curriculum in Turkish
- Tapping into study abroad in the undergraduate curriculum
- Summer institutes, FLAC courses, internships in Turkey
Program Building - Opportunities

Developing a multi-year curriculum in Turkish

careful articulation, systematic planning:

• CBI at intermediate levels: emphasis on Language
• CBI at advanced levels: emphasis on Content [theme-based]
• LAC at all higher levels [adjunct courses]
Current Resources for Advanced Turkish

- Advanced Grammar Modules
- The Internet - need aids to establish readability!
- Deep Approach to Turkish Language Learning [DATTL]
- Routledge Intermediate Turkish Reader [May 2012]
- Simulation - Life in a Turkish Apartment [Dogan]
- acikders.org.tr [modeled after MIT’s open courseware]
Current Resources for Advanced Turkish

Deep Approach to Language Learning

“At one extreme lies programmed instruction that presupposes complete understanding of the learning processes; here, the student’s and teacher’s freedom of choice is highly limited.

Conversely, an unrestrained socio-pedagogical approach may reflect a libertarian conception of the learner as an autonomous decision-maker. Between these poles lies a third, non-exclusive way - of defining flexible projects that would reconcile the curriculum goals with the subjective needs and intentions of the student.”

[Tochon, 2008]
Plan of Action

Program Building

- Design Multi-Year Curriculum
- Develop Materials for Content-Based Instruction
  - adding modules to DATTL
  - ...
- Develop collaboratively with colleagues in Turkey
  - LAC courses based on OCW
- Develop assessment strategies for CBI and LAC
DISCUSSION POINTS

- Is a repositioning of our language programs at the intellectual core possible?
  - Is it feasible to expect language instructors to be able to deal in a variety of content areas?
  - How to approach the deans and the administration?
  - How do Flagship Centers resolve the issues?
  - How to secure sustainability?
  - ...
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