



# ELT in Asia in the Digital Era: Global Citizenship and Identity



## **Editors**

Suwarsih Madya  
Fuad Abdul Hamied  
Willy A. Renandya  
Christine Coombe  
Yazid Basthomi



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ELT IN ASIA IN THE DIGITAL ERA: GLOBAL  
CITIZENSHIP AND IDENTITY



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# ELT in Asia in the Digital Era: Global Citizenship and Identity

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## Preface

This book presents the proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference held in Yogyakarta from 13–15 July 2017 co-hosted by Yogyakarta State University, TEFLIN (the Association for the Teaching of English as a Foreign Language in Indonesia), and Asia TEFL. This conference was designed to provide a forum for EFL teaching and learning researchers, policy makers and practitioners to assemble in the spirit of “learning and growing together” to: (a) engage in an informed, critical and insightful dialogue about enhancing learning for all students in all settings in all countries, a dialogue about what works, how it works, what it takes to make things work, and how to develop thereon a new understanding of the nature of EFL teaching and learning; (b) strengthen national and international EFL education networks to promote powerful research in TEFL effectiveness, improvement, and innovation and to engage EFL learning and teaching researchers, policy makers, and practitioners in ongoing conversations about the interpretation and the application of research in practice; and (c) critically examine the strengths and weaknesses of different theoretical paradigms of language learning and to explore how different conceptions frame and influence the whole business of TEFL, especially in a global, knowledge-based, technologically wired context.

The above purpose was achieved by raising the theme *ELT in Asia in the Digital Era: Global Citizenship and Identity* from which four subthemes were derived: (1) English language teaching and learning developments – What do they mean in different contexts with different paradigms?, (2) Exploring the relationship between the knowledge-based era and TEFL development, (3) Exploring and understanding today’s demands for foreign languages: Going beyond English language competencies, and (4) Transforming TEFL in the fully digital world.

This conference presented eleven plenary speakers, 14 workshops, and around 800 concurrent papers, which were enjoyed by around more than 1000 participants from 32 countries. Three of the plenary speakers responded positively to the Committee’s request to submit their papers to be published in this book. Among the papers submitted for the proceedings, 68 were regarded as meeting the criteria and these papers have been grouped in four parts according to these four subthemes in this book.

Part I presents 19 papers talking, among others, about teacher development, learners, learning strategies, curriculum, teaching methods, and material development. A paper entitled *Teacher development in content-based instruction* by Diane J. Tedick opens this part. Part II presents 14 papers talking, among others, about needs analysis, gender disparity, teaching creative writing, and language awareness. Part III presents 22 papers, beginning with a paper entitled *Developing fluency* by I.S.P. Nation. Other papers are talking, among others, about global citizenship, world Englishes, English varieties, teacher accountability, ICT-based testing, and code switching. Part IV presents 13 papers, beginning with a paper by Anthony Liddicoat entitled *Intercultural language teaching and learning in the digital era*. So, altogether this book presents 68 papers.

This book will hopefully facilitate the sharing of knowledge between the writers and the readers for purposes of developing the teaching of English as a foreign language in this digital era.



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*Part I: English language teaching and learning developments – what do they mean in different contexts with different paradigms?*



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## Teacher development for content-based instruction

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**ABSTRACT:** The fundamental premise underlying Content-Based Instruction (CBI) is that students can learn (and teachers can teach) both meaningful content and a new language at the same time. The crux of effective CBI is content and language integration—teachers and students have to attend to both content and language if the language learning benefits of CBI are to be maximized. Yet such integration is challenging for teachers and needs to be systematically addressed through professional development. This paper provides an overview of the features and goals of CBI, types of CBI models, and benefits of CBI. It then identifies key teacher characteristics needed for CBI and illustrates ways that teachers can learn to integrate language and content. It concludes with review of a recent study that explored the types of professional development experiences teachers perceive to have a positive impact on their ability to integrate language and content in their teaching.

### 1 CONTENT-BASED LANGUAGE INSTRUCTION

#### 1.1 *Definitions and goals*

Content-based language instruction (CBI) is an approach to language teaching in which the second or foreign language serves as the vehicle for teaching content. Different terms are used around the world to refer to CBI, for example, content-based language teaching, or content and language integrated learning (CLIL), widely used in Europe and Asia. CBI is the most common term in North America and will thus be used throughout this paper. The fundamental premise underlying CBI is that students can learn (and teachers can teach) both meaningful content—including academic subject matter content—and a new language at the same time (Lightbown 2014). CBI intends to promote (a) language use and purposeful communication about meaningful content, (b) cognitive engagement, (c) critical and divergent thinking, (d) advanced literacy skills, and (e) students' intellectual sensitivity and motivation (Cammarrata, Tedick & Osborn 2016). These goals reflect language learning as a mechanism for lifelong learning, a way to spark in students a desire to want to know more, a curiosity to learn about the unknown and other, and an openness to reflecting on one's own worldviews when they are challenged. CBI aims to help learners to *use language* meaningfully and purposefully, to *learn through language* as they construct knowledge and develop understandings about a topic and learning task, and to *learn about language* when there is a focus on form in the context of learning through language (Gibbons 2015).

#### 1.2 *The nature of content in and types of CBI*

Met (1999) conceptualized different types of CBI programs as falling on a continuum ranging from content-driven models to language-driven models. In content-driven programs, content-trained teachers teach content in the second language (L2), and content learning is the priority, while language learning is secondary. In these programs, the focus is on academic (subject matter) content that is appropriate to the cognitive and linguistic level of the learners. Content objectives are determined by course goals or prescribed curriculum, and teachers may select language objectives that align with the content. Students are evaluated primarily

(or solely) on content mastery and get academic credit for content. In language-driven models, language-trained teachers teach the L2 using content, but language learning is priority with content learning considered incidental. Language objectives are determined by the L2 curriculum, and teachers may consider adding content objectives. Students are evaluated primarily (or solely) on language performance, and they earn academic credit for language. In these programs, the content is more thematic in nature. For example, in an elementary Spanish class in the US students learn Spanish as they learn about animal characteristics and habitats. In a middle school in Xi'an, China, students study the classification of living things while learning English (Kong & Hoare 2011). In a US university level, intermediate German class, students improve their German as they explore environmental sustainability (Kautz 2016).

Drawing upon Met's conceptualization, Tedick & Cammarata (2012) organized CBI models within a matrix consisting of two intersecting continua, one reflecting the content-driven versus language-driven range and one corresponding to time intensity. Programs that devote a large percentage of instructional time to teaching the L2 through content (at least 50% of the curriculum) are considered "high time-intensive" and those devoting less than 50% are in the "low time-intensive" range. Language immersion models, in which the L2 is used to teach the regular school curriculum, are content-driven and high time-intensive. They can devote 50% of instructional time to content taught in L2 throughout the program (partial immersion) or over 50% initially (total immersion). English medium instruction (EMI) [subject courses taught through the medium of English (L2) often in post-secondary contexts] may also be considered high time-intensive if over 50% of the courses that students take are taught in English.

Programs that remain content-driven but devote less time to teaching the L2 through curricular content are low time-intensive. For example, EMI programs that represent less than 50% of subject matter courses that students take fall into this category. Similar to EMI models are language across the curriculum (LAC) programs at US universities wherein students take one or a few subject courses in a foreign language. Sheltered English as a second language (ESL) classes in the US and other contexts where English is the majority societal language also are content-driven and low time-intensive. In these courses, English learners are grouped together and taught history or mathematics by a subject-trained teacher who uses sheltered instruction techniques to make the content accessible to students still learning the language.

Language-driven, low time-intensive models include English for academic or specific purposes (EAP/ESP). These language classes develop communicative competence in a specific discipline (e.g., business, medicine), but the emphasis is on language learning rather than the learning of disciplinary concepts. Language-driven, low time-intensive programs also include theme-based and content-related classes. Theme-based courses involve topics that "provide the content from which teachers extract language learning activities" (Snow 2001: 306) and are therefore more language—than content-driven. In content-related classes (typically designed for early language learning programs) the language teacher incorporates some content from the regular curriculum to make language activities more cognitively engaging for children. For instance, a teacher might reinforce math concepts while teaching a unit on food and cooking.

In the Adjunct Model (a type of LAC program), post-secondary students enroll concurrently in a content course and a language course designed to support student learning in the content course (Brinton, Snow & Wesche 2003). Students are sheltered in the language course but often integrated with native speakers in the content course. Thus, this model is both content-and language-driven and would appear in the middle of the content – and language-driven continuum while also being placed towards the low time-intensive end of the time intensity continuum.

Finally, there are few models representing language-driven and high time-intensive programs. Intensive language "camps" that incorporate content would fall into this category. For example, the state of Minnesota offers summer residential language camps. Students in the German camp may opt to live in the *Biohaus*, which uses solar and thermal energy to power appliances, run equipment, and heat water. Students learn and use German as they

gain knowledge about energy efficiency and develop STEM (science, technology, engineering, math) skills while earning high school German credit.

As this discussion illustrates, CBI models vary widely. Where they fall on the two intersecting continua will vary depending upon how time-intensive the model is and how content-driven versus language-driven it is. The fact that so many models attempt to combine language learning with meaningful content derives from the research-based benefits of CBI.

### 1.3 *The benefits of CBI*

Studies have shown that CBI yields better language acquisition (SLA) results than traditional language teaching (e.g., Admiraal, Westoff & de Bot 2006, Center for Applied Language Studies 2011, Genesee 1987, Pessoa, Hendry, Donato, Tucker & Lee 2007, Verspoor, de Bot & Xu 2015). CBI promotes better SLA because students learn language best in contexts where there is an emphasis on relevant, meaningful content rather than on the language itself (Gibbons 2015, Lightbown & Spada 2013). At the same time, both meaning and form are important and are not readily separable in language learning (Lightbown & Spada 2013, Lyster 2007). Lightbown (2014) suggests that separating content and language in instruction “may deprive students of opportunities to focus on specific features of language at the very moment when their motivation to learn them may be at its highest” (p. 30).

In addition, CBI provides affordances that are thought to contribute to SLA, such as participation in the “zone of proximal development” (e.g., Swain, Kinnear & Steinman 2015, Vygotsky 1986). Finally, brain-based research has pointed to the holistic and interconnected nature of brain activities. Kennedy (2006) contends:

The tendency of the brain to consider the entire experience and to search for meaningful patterns calls for thematic, content-based interdisciplinary language instruction at all levels. (p. 480).

## 2 TEACHER KNOWLEDGE AND SKILLS FOR CBI

### 2.1 *A unique knowledge base and pedagogical skill set*

CBI teaching is different from teaching language or content on its own. Scholars agree that CBI teachers require a particular knowledge base and pedagogical skill set (e.g., Cammarata & Tedick 2012, Coyle 2011, Dalton-Puffer 2007, Day & Shapson 1996, Fortune, Tedick & Walker 2008, Kong & Hoare 2011, Lyster 2007, Tedick & Cammarata, 2012, Tedick & Fortune 2013). Regarding the language proficiency that is required for successful CBI teaching, teachers in language-driven programs should be able to maintain L2 use during instruction and have good literacy skills (i.e., B1 level on the Common European Framework of Reference – CEFR) (Council of Europe 2017). For content-driven programs, teachers must have high enough proficiency to be able to maintain L2 to teach the content as well as high L2 literacy skills (i.e., B2 and above on the CEFR).

Among the many knowledge concepts and pedagogical skills recommended for CBI in the literature are knowledge of SLA and teaching (Tedick & Fortune 2013), academic genres and academic language development (Gibbons 2015, Kong & Hoare 2011), strategies for scaffolding comprehension and production (Lyster 2007, 2016), pedagogical strategies to engage learners in depth of processing content knowledge (Kong & Hoare 2011), and cross-lingual pedagogy and teacher collaboration (Lyster & Tedick 2014). Moreover, pedagogical skills for integrating content and language are paramount. Teachers must learn strategies for integrating language and content in curriculum development, instruction, and assessment (Cammarata & Tedick 2012, Lyster 2007, Tedick & Fortune 2013). Lyster (2007, 2016) recommends that they also adopt a “counterbalanced instructional approach”.

The idea behind counterbalanced instruction is that students in largely communicative classroom contexts that focus on meaning (as in content-driven CBI), will benefit from a focus on

form (a counterbalance) to improve their target language proficiency. The reverse is also true—students in predominantly form-focused classrooms (i.e., traditional foreign language instruction) will benefit from more of a focus on meaning and on the contextualization of language form within meaningful content (as in language-driven CBI). Counterbalanced instruction requires teachers to alternate the instructional focus between language and content. The effort expended by students to shift attention between form and meaning increases depth of processing and strengthens their metalinguistic awareness. Processing disciplinary content while also attending to the language that encodes the content is one way for students to engage with increasingly complex language, which is key to academic literacy and success in content-driven CBI programs.

## 2.2 *Focus on content and language integration in CBI*

Swain (1988) noted nearly three decades ago that content teaching on its own is not necessarily good language teaching, and that content teaching needs to be manipulated and complemented to maximize language learning. Yet observations in CBI classrooms have shown that it is rare for teachers to make direct links between content lessons and grammar lessons and to set up content-based activities to focus on form related to meaning (Allen, Swain, Harley & Cummins 1990). Studies in high time-intensive and content-driven immersion classrooms have shown that students' L2 is often underdeveloped, lacking grammatical accuracy, lexical variety, and sociolinguistic appropriateness (e.g., Harley, Cummins, Swain & Allen 1990, Lyster 2004, Tedick & Young 2016). Studies exploring teacher perspectives have reported that primary immersion teachers see themselves first and foremost as content teachers (e.g., Fortune et al. 2008). Secondary CBI teachers perceive themselves as “only content teachers or only language teachers” (Tan 2011: 325). Importantly, studies have demonstrated that teachers have difficulty integrating language and content in their instruction (Cammarata & Tedick 2012, Dalton-Puffer 2007, Fortune et al. 2008, Lyster 2007, Tan 2011).

For these reasons, scholars and teacher educators have developed ways to help CBI teachers learn to counterbalance their instruction and strive toward language and content integration. Such integration is critical if CBI programs are to achieve their language learning potential.

## 3 TEACHING CBI TEACHERS TO INTEGRATE LANGUAGE AND CONTENT

To achieve an instructional counterbalance between language and content (Lyster 2007), teachers can use both reactive and proactive approaches.

### 3.1 *Reactive approaches*

Reactive approaches involve teacher reactions to student language production. For example, teachers need to use special questioning techniques and follow up strategies during classroom interaction to enhance student language production (Kong & Hoare 2011, Lyster, 2016). They can use question scaffolds that can ask students, for example, to elaborate – could you tell me more about? what do you mean by? – to justify – why do you think that? how do you know? – or to explain – what do the objects have in common? In addition, teachers need to provide corrective feedback to draw student attention to linguistic errors. In their pioneering study, Lyster & Ranta (1997) identified six different feedback types that language immersion teachers were observed utilizing during classroom interaction. These six types fall into two main categories: reformulations and prompts. Reformulations provide students with the correct form. An example is a recast – in a recast, the teacher repeats what the student has said sans the error. If the student says, “She like to swim,” the teacher responds, “She likes to swim” (adding the necessary “s” on the third person singular verb). In contrast, prompts provide hints or clues as to the nature of the errors students have made to push them to self-correct. For instance, if a student says “Mr. Smith travel a lot last year,” the teacher might respond with metalinguistic clue: “Do we say travel when we’re talking about the last year?” Such a response encourages student self-correction. Teachers also need to be aware of their own use of language and how

they interact with students in order to ensure that oral communication is clear and that it serves the dual purpose of supporting both content and language learning.

3.2 Proactive approaches

Proactive approaches involve systematic teacher planning for a focus on both content and language in curriculum development, instruction, and assessment. Examples of proactive instructional strategies include: learning objectives that target language and content, teaching activities that scaffold content learning and language production, instructional sequences that bring students’ attention to form, and assessments that integrate language and content. Given length limitations, it is not possible to discuss strategy each in depth. Introduced briefly in the following sections are a teaching activity that scaffolds content learning and language production, learning objectives, and an instructional sequence that integrates language and content.

3.2.1 Scaffolding content learning and language production

There are many different ways that CBI teachers can incorporate instructional activities that scaffold both content learning and language production. At the University of Minnesota, we developed customizable graphic organizers that scaffold both content and language production (<http://carla.umn.edu/cobaltt/modules/strategies/gorganizers/index.html>). Graphic organizers (e.g., Venn diagrams, timelines, grids, semantic maps) promote the learning of subject matter and specific thinking skills (e.g., compare/contrast, cause-effect). They can assist learners in processing, comprehending, synthesizing and displaying complex ideas. Yet they emphasize grasp of concepts rather than mastery of language. A Venn diagram helps learners to compare and contrast characteristics of two objects or animals – such as tadpoles and frogs – but it does not help students develop the language needed to describe similarities and differences. The customizable graphic organizers we developed combine both content learning and language practice. The graphic organizer itself helps students summarize their understandings about the content concepts and an additional language task requires that they practice the language needed to explain their understandings.

Figure 1 displays a Comparison/Contrast Chart where students are asked to summarize what they know about reptiles and amphibians with respect to their physical characteristics, behaviors, habitat, and food. This graphic organizer activity is an excellent way for students to pull together content from various sources and see how the two animal classes differ and how they are similar.

Yet the major emphasis is on content learning because to fill in the chart the only language that students need to use is vocabulary and possibly some short phrases in the present tense. To encourage more extended language use and to scaffold compare/contrast language constructions specifically, an additional language task is added to the activity:

Write at least two sentences in the present tense to compare/contrast the animal classes. Write a sentence describing a similarity and one describing a difference. To describe similarity, use the word “both” in your sentence, and to describe difference use the word “whereas”.

	Reptiles	Amphibians
Physical characteristics		
Behaviors		
Habitat		
Food		

Figure 1. Sample comparison/contrast chart.



When using these customized graphic organizers, students reformat the content and, at the same time, practice specific language structures, thereby combining content mastery and language use.

### 3.2.2 *Learning objectives targeting language and content*

When planning lessons, teachers must consider and articulate what they want to students to learn with respect to both content and language by formulating learning objectives. Content objectives, which should always be written in terms of what students will do, reflect the academic concepts of the lesson. They should describe the what and/or why that underlies the how (the instructional activities that are planned). Sample content objectives are:

1. Students will identify similarities and differences between reptiles and amphibians.
2. Students will describe the stages of the butterfly's life cycle.
3. Students will compare and contrast Hopi tribal and mainstream culture perspectives.

Language objectives derive from the content and reflect the language that students need to learn and use accurately in the lesson. They should be very specific and should contain three linguistic components that are aligned—communicative or academic functions, grammatical structures or forms, and vocabulary (the words, phrases needed to produce the forms). Through our teacher preparation and professional development programs for CBI teachers at the University of Minnesota, we have learned that the clearer teachers are about the language they want students to use, the greater the likelihood students will use it.

As an example, imagine that pairs of students are instructed to complete the graphic organizer shown in Figure 1 and to carry out the additional language task. Sample language objectives for the additional language task include:

1. Students will use the present tense [grammatical structure] of verbs like have, eat, are, can (live, swim, etc.) [vocabulary] to describe similarities and differences between reptiles and amphibians [function].
2. Students will use negative verb forms and contractions [grammatical structure] like can't and don't [vocabulary] to describe similarities and differences between reptiles and amphibians [function].
3. Students will describe similarities and differences between reptiles and amphibians [function] with conjunctions [grammatical structure] such as both, and, whereas, but [vocabulary].

These examples should make clear how the three objective components are aligned. As a teacher educator, I have found that teachers struggle initially to write clear and complete language objectives and that they benefit from a great deal of modeling, practice, and feedback. Content-trained teachers in particular are challenged to articulate language objectives because they tend not to have the requisite linguistic knowledge.

### 3.2.3 *Instructional sequence to bring students' attention to form*

An instructional sequence comprised of five phases can be used as a means of integrating language and content (Lyster 2007, 2016). In the first phase, teachers must identify a grammatical feature to focus on within the context of the content they're teaching. In the second phase, they develop a noticing activity to draw students' attention to the form by highlighting it in some way and/or making it more salient in a text. Next, they develop awareness activities designed to engage students in some type of meta-linguistic reflection to raise their awareness about linguistic patterns. The fourth phase involves controlled or guided practice activities that push students to use the grammatical form in a meaningful yet controlled context to develop automaticity and accuracy. In the final phase students are encouraged to use the feature in more open-ended ways to develop fluency and confidence through communicative practice activities.

To exemplify this instructional sequence, I will share activities developed by Cari Maguire, a former ESL teacher, now PhD and faculty member who prepares ESL teachers at a college in Minnesota.

*Phase 1 – identification of the form in the context of meaningful content.* Cari developed this sequence for a middle school (students aged 12–14) ESL science class. The unit theme is “Landforms” and the linguistic feature Cari identified was participial phrases used to indicate cause/effect: The running water of the river wears away the ground, *forming a canyon*. The emphasis is on the present participle that is set off by a comma at the end of the sentence. A focus on form like this helps students to develop academic language proficiency.

*Phase 2 – noticing activity.* To set up the noticing activity, Cari adapted a text from the students’ science textbook to include multiple instances of these participial phrases (to make the form more salient). An excerpt from this text appears in Figure 2.

Volcanos send melted rock, or lava, up to the Earth’s surface. Mountains can be formed by volcanos. Lava flows up through a crack in the earth and hardens, creating a mountain.

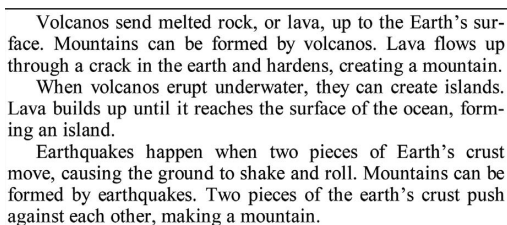
When volcanos erupt underwater, they can create islands. Lava builds up until it reaches the surface of the ocean, forming an island.

Earthquakes happen when two pieces of Earth’s crust move, causing the ground to shake and roll. Mountains can be formed by earthquakes. Two pieces of the earth’s crust push against each other, making a mountain.

First, the teacher reads the text with students to ensure that they capture the meaning. According to Nassaji & Fotos (2011) if students cannot comprehend a text, they will most likely not be able to create required form-mapping connections of the language features in the text, even if they are able to notice the form. Beginning instruction by focusing on meaning will increase learners’ comprehension of the text and prepare them to use the text to notice the form later.

The teacher then takes sentences containing the target feature from the modified text and matches them with pictures on PowerPoint slides. Each slide shows a picture of a landform accompanied by a descriptive sentence including the focus form. The teacher shows each slide and asks a student to read the sentence aloud. She models how students should say “comma” aloud and draw a comma in the air when they reach the end of the first clause. After drawing the comma, the class and teacher say the participial adjective with extra stress, especially on the ‘ing’ before completing the rest of the sentence in a normal reading voice. Making a physical gesture to indicate a comma and stressing the ‘ing’ of the participial adjective make these two features of this type of sentence more salient.

*Phase 3 – awareness activities.* In the awareness phase, students are instructed to return to the text (Figure 2) and circle all sentences with the participial phrase. They highlight the comma in one color and the participial adjective with another. Together the teacher and students examine the highlighted sentences and have a brief discussion about how they show cause and effect, with the teacher eliciting as much explanation as possible from the students. To continue developing their awareness of how the form works, the teacher has the students work in pairs to complete a graphic organizer asking them to analyze the highlighted sentences and determine which action happened first and which action was caused by the first



Volcanos send melted rock, or lava, up to the Earth’s surface. Mountains can be formed by volcanos. Lava flows up through a crack in the earth and hardens, creating a mountain.  
When volcanos erupt underwater, they can create islands. Lava builds up until it reaches the surface of the ocean, forming an island.  
Earthquakes happen when two pieces of Earth’s crust move, causing the ground to shake and roll. Mountains can be formed by earthquakes. Two pieces of the earth’s crust push against each other, making a mountain.

Figure 2. Excerpt of text used for noticing activity.

action. The teacher guides the students in an inductive rule discovery activity, asking them to describe the purpose and rules of the participial phrase. Together the class co-constructs a student-friendly rule for the form: “describe the first action, insert a comma, and then write the second action using the participle (‘ing’).”

*Phase 4 – controlled practice.* To engage students in controlled practice, Cari created a game. Students work in teams of five and stand in lines. The first student on each team is given an individual white board and marker and is up first. The teacher shows a brief video clip depicting the formation of a land form—e.g., how over time a river creates a canyon. After the video ends, the teacher gives the signal and the student with the white board on each team races to write an accurate sentence describing what happened in the video—to win they must use the participial phrase accurately. The first student to finish wins a point for his/her team and then the next person in line takes the white board and marker and prepares for the next video. With repeated rounds, the students develop automaticity and greater accuracy in producing the form.

*Phase 5 – communicative practice.* The teacher assigns each student to create a poster of an assigned landform or natural force to illustrate what they have learned about how the landform might be created or how the natural force might impact Earth’s surface. They are instructed to use at least one participial phrase showing cause and effect. As students work the teacher provides corrective feedback as needed to assist them in using the targeted form accurately.

This instructional sequence moves students from a focus on meaning/content (during the initial text reading and noticing activity) to a focus on form/language in the awareness and controlled practice phases back to a focus on meaning/content in the communicative practice activity. In so doing students learn *through* language and *about* language (Gibbons 2015).

#### 3.2.4 *A caveat*

On the surface, the activities introduced in this section appear relatively straightforward and perhaps even simple, but this kind of proactive planning for language and content integration is not easy. A teacher interviewed by Cammarata & Tedick (2012), who had participated in a year-long professional development course to learn to integrate content and language, concluded: “Perhaps my biggest reflection is that it is easy to focus on only content or only language, *but it is a real challenge to effectively intertwine the two and do both well at the same time*” (p. 261, emphasis added). These practices take time to develop and require guided practice. What types of experiences help teachers to learn to integrate content and language effectively?

## 4 TEACHER PERSPECTIVES ON EXPERIENCES THAT HELP THEM INTEGRATE LANGUAGE AND CONTENT

Tedick & Zilmer (2017) conducted a study focused on the professional development experiences that CBI teachers perceive to have a positive impact on their ability to integrate content and language in their teaching. The context was a 15-credit, online, graduate level professional development program designed for practicing CBI educators (immersion, CLIL, ESL, and EFL teachers). The assignments and experiences from four of the five 15-week courses that comprise the program were the focus of the study. Seventy-five teachers were invited to complete an extensive online survey, and 59 (79%) completed it. The survey asked teachers to rate the level of impact that course assignments and experiences had on their practice (low, moderate, low, no) and to provide specific examples in writing. In addition, eight teachers participated in follow up focus group interviews.

The study used a social theory of learning—Communities of Practice (CoP) (Lave & Wenger 1991, Wenger 1998)—as its theoretical framework. CoPs refer to groups of people who share a passion for something they do, and as they interact regularly, they learn how to do it better (Wenger-Trayner & Wenger-Trayner 2015). The CoP in this study was comprised of CBI teachers interacting and learning together within the online classes. They intentionally chose to learn together within the online community, sharing a passion for their

work. According to Wenger (1998), The CoP includes four components: community (learning as belonging), practice (learning as doing), meaning (learning as experience), and identity (learning as becoming).

Although a complete description of the study is beyond the scope of this paper, the results related to the CoP components of practice and meaning showed that the assignments and experiences teachers perceive to have a positive impact on their ability to integrate language and content are those that:

1. are *meaningful*, relevant to teachers' practice
2. involve opportunities to give and receive *feedback*, to revise and further refine their work
3. involve *enactment* – opportunities for teachers to put into practice what they are learning
4. result in observable changes in student learning and language production
5. involve collaboration
6. include opportunities for *reflection*

Moreover, in the CoP realm of identity, Tedick & Zilmer identified five salient themes: intentionality, self-awareness/growth, empowerment, becoming a collaborator, and maintaining high expectations for student learning and language use and production. *Intentionality* reflected teachers' need to be deliberate about integrating language and content and to adopt an integrated identity. Related to this concept is *self-awareness and growth*. Teacher identity evolved as teachers became more language aware—able to write language objectives, integrate a focus on form in their lesson planning and assessment, and provide form-focused corrective feedback. Teachers pointed to learning concrete strategies that caused them to change their practices and ultimately led to a feeling of *empowerment*. They also emphasized how *becoming a collaborator* with other teachers contributed to their evolving identities. Finally, teacher identities shifted as they began to develop *high expectations for their learners* specifically related to language production. Tedick & Zilmer (2017) concluded that “Through participation in this CoP, where individual and group meanings are made, these teachers experience, shape, and adopt new identities that are informed by and that transform their practices” (np).

The study results imply that in order to help CBI teachers learn to integrate content and language, teacher educators need to develop experiences and assignments for teachers that are meaningful and relevant and that engage them in applying their understandings by enacting new practices in their classrooms—hopefully these will lead to observable improvements in student learning and language production that will encourage students to make the practices part of their instructional repertoire. Teachers need opportunities to collaborate with each other and to reflect on their learning; these components should be deliberately built into assignments and experiences. Importantly, teacher educators must spend time giving detailed and pointed feedback to teachers and allow them to revise and refine their work. It is through such experiences that CBI teachers adopt new identities and learn to embrace their dual role as content and language teachers.

## 5 CONCLUSION

CBI is a worthwhile endeavor. While there are many different types of CBI, at the heart of all types is content and language integration. Content and language must be integrated to enhance the language learning potential of CBI. CBI teachers need specific professional development opportunities to help them learn to integrate content and language in their instruction. Learning to integrate language and content takes a great deal of time, guided practice, and feedback. Professional development experiences should be meaningful and relevant, involve enactment (application of new concepts and strategies in practice), collaboration with other teachers, and ongoing feedback from instructors and peers. They should support reflection and involve self-awareness and growth so that CBI teachers' identities evolve over time in ways that encourage them to see themselves as both content and language teachers.

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in China. Language Learning 66(1): 94-123. Participant  
Questionnaire 1 Strongly Disagree Slightly Slightly Agree  
Strongly Disagree disagree agree Agree 1 2 3 4 5 6 Appendix  
A (Example) If you strongly agree with the following  
statement, write this. I like eating ice-cream very much. I  
can imagine my self speaking English with clients in  
fluent English. I can imagine myself speaking English  
with international colleagues. I think of my future  
career. I imagine myself using English. I can imagine  
my self making a speech in English. I can imagine  
myself communicating in English with foreign friends,  
even boy friends or girl friend in English, as if I  
were a native speaker of English. I can imagine  
myself living abroad and using English effectively  
for communicating with the beats. I can imagine  
myself travelling abroad, using English. I can  
imagine myself talking with friends on social media  
with English. I can imagine myself reading English  
newspaper or glance English websites without  
pressure. I can imagine myself watching English  
movies, programs without referring to the Chinese  
subtitles.

Appendix B Principal Researcher: Chunyan Zou Phone: +86  
13533126612 Email: C.Y.Zou@student.reading.ac.uk

Participant information sheet

Research Project:

Visualizing Ideal L2 self and enhancing L2 learning  
motivation, a pilot study among Chinese

college students.

Researcher's name: Chunyan Zou :

We would like to invite you to take part in a research  
study about learning English.

What is the study? The study is conducted by Chunyan Zou, currently a MA student of University of Reading,

UK. It aims to investigate the building of vision of ideal L2 self and impact on motivation

capacity among Chinese college students. It hopes to make a pedagogical notion for more

efficient teaching and learning English in China through enhancing ideal L2 self of learners. The study will involve learners participating in a session taught by the researcher, and the

procedure includes filling in two questionnaires before and after the intervention and follow the

guided imagery activity.

Why have I been chosen to take part? You have been invited to take part in the project because your participation in our project

is really important. In the previous teaching the researcher noticed the motivation issues of the

students learning English and if students' motivation were enhanced they would learn better.

Your participation will test the instrument of the study, which is going to be used for future study,

also it will provide pedagogical implication for the researcher as well as for the teachers teaching

English in China.

Do I have to take part?

It is entirely up to you whether you participate. You may also withdraw your consent to

participation at any time during the project, without any repercussions to you, by contacting the

researcher Chunyan Zou Tel: +8613533126612, Email: C.Y.Zou@student.reading.ac.uk

What will happen if I take part? You will be asked to complete two set of short questionnaire about the ideal

self and the

motivation capacity. This should take about 10 minutes to complete. You will follow the researcher during the session she taught, which is going to last for 60

minutes.

What are the risks and benefits of taking part? The information you give will remain confidential and will only be seen by the researcher.

Neither you, or the school will be identifiable in any published report resulting from the study.

Information about individuals will not be shared with the school. Participants in similar studies have found it interesting to take part. We anticipate that the

findings of the study will be useful for teachers in planning how they teach English.

What will happen to the data? Any data collected will be held in strict confidence and no real names will be used in this

study or in any subsequent publications. The records of this study will be kept private. No

identifiers linking you, the teacher or the school to the study will be included in any sort of report

at Reading University of

Reading University of Reading Principal Researcher:  
Chunyan Zou Phone: +86 13533126612 Email:  
C.Y.Zou@student.reading.ac.uk

that might be published. Participants will be assigned a number and will be referred to by that

number in all records. Research records will be stored securely in a locked filing cabinet and on a

password-protected computer and only the researcher will have access to the records. The data

will be destroyed securely once the findings of the study are written up, after five years. The

results of the study will be presented at national and international conferences, and in written

reports and articles. We can send you electronic copies of these publications if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. During the research, you can

stop completing the activities at any time. If you change your mind after data collection has ended,

we will discard your data.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics

Committee and has been given a favourable ethical opinion for conduct. The University has the

appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact the researcher Chunyan Zou; Tel:

+86 13533126612, email: C.Y.Zou@student.reading.ac.uk

Where can I get more information?

If you would like more information, please contact Chunyan Zou

Tel:+86 13533126612, email: C.Y.Zou@student.reading.ac.uk

We do hope that you will agree to your participation in the study. If you do, please complete the

attached consent form and return it to the researcher.

Thank you for your time.

Participant Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have

been answered.

I consent to completing two questionnaires

I consent to the participation in the teaching session

Signed: \_ Date:

Append i \ C Participant Q u est ion n a ire II

Strong I > Disagree Slightly Slightly Agree Strongly

Disagree disagree agree Agree

1 1 3 4 5 6

(Example) If you stongly agree with the following statement. write this:

Hike eating ice-cream very much 1 2 3 4 5 ( 6 >

1 I have clear goals for impros ing English 1 2 3 4 5 6

2 I have detailed plan for studying English 1 2 3 4 5 6

3 I have clear thought about using English in future career. 1 2 3 4 5 6

4 I am prepared lo extend a lot of eíFort in learning English. 1 2 3 4 5 6

5 I would like lo spend a lot of time studying English 1 2 3 4 5 6

6 I would like to form good habit of studying English, make time efficient. 1 2 3 4 5 6

7 I have confidence in communicating with English, 1 2 3 4 5 6

8 I know confidence is the key io successful and happy English learning. 1 2 3 4 5 6

9 I am not afraid of making mistakes while speaking and using English. 1 2 3 4 5 6 Ideal \$ d f Tree JlifilW

Now imagine the ideal you in the future, and put you and your English learnin

future career and personal life on the tree. You may also draw small branches indicating

your action plan.

ixfr, iftftft f%a%t%fl. ^K i

PTra^ts. Kmum±m±i

iH#l^cirpm#, mMŪnmxpmΛ±.

Appendix

Appendi\

Close your eyes and imagine that today is the day of a very important job interview in a large,

famous, international company that you have been dreaming of working for a long time.

This job could be in any part of the world where you would like to live. You have prepared

very well for the interview and as you get dressed, you are feeling really confident that you

will do well. As you look at yourself in the mirror, you are happy with how professional and

mature you look.

You arrive at the company a few minutes before the interview and are feeling very calm as

you wait to be called into the boss's office. When you step into his or her office, you can see

that the boss is impressed by your business like appearance your friendly, confident smile

and your firm handshake. He or she asks you to sit down and starts to ask you questions.

Although some of the questions are quite difficult, you are able to use your excellent English

to answer all of them extremely well. You can see that the boss is pleased and very satisfied

with all of your answers. The boss is also impressed by your fluency, grammar, vocabulary,

and pronunciation in English. You show him or her that you have so much knowledge

and many skills, and are highly qualified for this job of your dreams. As the interview ends, there

is no doubt in your mind that you will get this job. Stay with this feeling of complete

confidence when you open your eyes and come back to this room. My Ideal Second Language Self Action Plans

My objective is

[an objective you want to achieve about English learning, vocabulary, speaking, reading etc.]

What I need to do

is: \_\_\_\_\_

step

step

step

step

[I am going to start this objective on \_\_\_\_\_ (Write the date.)

[I will review it \_\_\_\_\_ (Write the date.) by

\_\_\_\_\_ (Write your way to test your progress,)

My objective is:

\_\_\_\_\_

[another

objective that you want to achieve on English learning  
vocabulary, speaking, reading etc.)

What I need to do is: \_

step

step 2

step

step 4\_\_\_\_\_

I am going to start this objective on (Write the date).

[ will review my progress on \_\_\_\_\_  
(Write the date) by

\_\_\_\_\_ (Write your way to test your  
progress).



## The potential of mobile technology in testing and enhancing L2 word recognition from speech

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Subject coding.

#### Subject Clusters Description

S1 Teachers who teach EFL in university level Subject number 1 in the first cluster who teaches EFL for private university students

S2 Subject number 2 in the first cluster who teaches EFL for state university students

S3 Teachers who teach EFL in high school level Subject number 1 in the second cluster who teaches EFL for private high school students

S4 Subject number 2 in the second cluster who teaches EFL for public high school students

S5 Teachers who teach EFL in an English Course Subject number 1 in the third cluster who teaches EFL for one private students

S6 Subject number 2 in the third cluster who teaches EFL for almost 10 students in an English course registered in Governmental Education Office

Content of Argument, Argumentation and Identity Formation (AAIF) checklist.

Indicator Elements Numbers in AAIF checklist

Argument Traits; derived from

Warnick & Inch (1994),

Bowell & Kemp (2010),

Govier (2010) and JDF (2012) Claim (existence of claim, claim types and fallacies); Reason (existence of reason, reasoning types and fallacies); Evidence (existence of reason, evidence types and fallacies); Inference (existence of inference, relevance). 1-7 8-21 22-28 29-30

Argumentation Skills; derived from Warnick & Inch (1994), Cottrell (2005) and Fisher (2009) Case, related case elements, clarity of problem, assumption, various argument, acceptability of claim, judgment creation, inference, argument creation 31-39

Identity Formation; derived from Sharifian (2009)  
Appropriation Resistance Negotiation 40 41 42

Guides to semi-structured interview.

Question Objectives of Guiding Questions

1 Confirming subjects' writing habits in composing argument, including but not limited to the frequency of constructing scientific paper

2 Confirming problems in writing argumentative composition, including but not limited to argument construction, argumentation use, language and idea development

3 Confirming subjects' schemata about English written discourse style in argumentative writing

4 Confirming whether subjects' current writing discourse style has reflected English-based written discourse style

5 Confirming what efforts subjects have done to encounter current problems in writing argumentative composition

APPENDICES

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## Assessing speaking by f2f or using a developed application: Are there any differences?

### i Speaking Rubric.

Indicators Proficiency level Excellent (E) (85-100) Good (G) (75-84) Average (A) (65-74) Poor (P) (0-64)

Ability to perform fluency when talking in English for general topics Almost fully able to explain in English about a general topic with very few pauses and/or fillers Mostly able to explain in English about a general topic with few pauses and/or fillers Generally able to explain in English about a general topic with some pauses and/or fillers Moderately able to explain in English about a general topic with many pauses and/or fillers

Ability to demonstrate intelligibility when talking in English for general topics Other people almost fully recognize the speech, & the speech is generally clear in pronunciation Other people mostly recognize the speech, & the speech is moderately clear in pronunciation Other people generally recognize the speech, & the speech is somewhat clear in pronunciation Other people moderately recognize the speech, & the speech is limitedly clear in pronunciation

Ability to demonstrate language use when talking in English for general topics Almost fully apply varied & appropriate grammar and vocabulary Mostly apply varied & appropriate grammar and vocabulary Generally apply varied & appropriate grammar and vocabulary Moderately apply varied & appropriate grammar and vocabulary

### ii Speaking score of f2f and Bingar Application

Student F2F Bingar Student F2F Bingar

1 75/G 85/E 21 70/A 70/A

2 80/G 90/E 22 75/G 75/G

3 75/G 85/E 23 60/P 60/P

4 70/A 80/G 24 78/G 75/G

5 80/G 90/E 25 90/E 90/E



6 80/G 80/G 26 85/E 85/E

7 70/A 70/A 27 85/E 90/E

8 60/P 62/P 28 95/E 90/E

9 95/E 90/E 29 65/A 65/A

10 90/E 90/E 30 78/G 78/G

11 90/E 85/E 31 75/G 75/G

12 85/E 85/E 32 90/E 88/E

13 75/G 75/G 33 90/E 90/E

14 85/E 85/E 34 85/E 85/E

15 78/G 80/G 35 70/A 70/A

16 78/G 80/G 36 75/G 80/G

17 80/G 80/G 37 80/G 75/G

18 90/E 88/E 38 70/A 60/P

19 90/E 85/E 39 80/G 70/A

20 85/E 85/E 40 70/A 60/P

APPENDIX