

Introduction

Use of English as an academic lingua franca continues to expand to settings around the globe, and it has become a primary language of higher education in many locations (Mauranen, 2003). English-medium programs have expanded internationally, increasing the number of students studying within an English language framework (Coleman, 2006). Although the expectation for programs in countries such as Australia, Canada, the United Kingdom, and the United States is to provide instruction in English, increasing numbers of institutions located in countries where English is not the native language are offering courses and whole programs in English (Brandt, 2010). Graddol (2007, p. 74) discusses that with almost 66% of the top 100 universities worldwide in English-speaking countries, the result is increased pressure on institutions globally to provide English-medium programs.

Taking the United States and Canada, with their large English language learner (ELL) populations as examples, it is evident that academic success for secondary-level ELLs has been problematic. Recent research reveals that only 54% of secondary-level ELLs in Alberta, Canada, complete school, as opposed to 70% of native-English-speaking students (Derwing, DeCorby, Ichikawa, & Jamieson, 1999). In the United States, which has one of the largest global ELL populations, academic achievement for these students is no less challenging. According to Richard Fry (2007), of the Pew Hispanic Center, ELLs are “much less likely than other students to score at or above proficient levels in both mathematics and reading/language arts” (¶ 4). Although not all ELLs struggle with academic performance, national assess-

ments reveal that, as a group, these students are not performing at the same level as their native-speaking counterparts.

These factors make the meaningful and successful integration of content and language critical for student success in a variety of secondary and higher educational settings. Content-based instruction (CBI), the prevalent method of instruction in English language programs globally (referred to as content- and language-integrated learning, or CLIL), can address this need. English language teaching professionals whose primary role has been to develop language skills may be underprepared to work with the actual content of CBI, however. English language teaching content consists of linguistics, applied linguistics, and language pedagogy. English language teachers may struggle with the demands of the academic content in which they are required to build academic language skills, which can cause the unintended problem of not adequately contributing to developing the skills needed for success in the content subject and not developing the language skills associated with academic language. English language teachers may select the content to teach based on their strengths or student interests and lack awareness and understanding of the needs of ELLs in the mainstream classroom.

Conversely, content teachers might underestimate the interconnections between language development and achievement in the subject matter. Investigations of content teacher preparation in the United States report that 77% of content-area teachers have had no coursework or professional development addressing ELLs (National Center for Educational Statistics, 2002), and in a survey of seven states in the United States, less than 8% of content teachers who work with ELLs reported having participated in 8 or more hours of professional development specifically relating to ELLs (National Center for Educational Statistics, 2002). This is a critical challenge because a number of efforts both in the United States and other educational settings have created a situation in which more and more ELLs are in English immersion contexts yet do not have access to bilingual education or high-quality English language services. de Jong and Harper (2005) point out that the “extraordinary language and literacy demands remain invisible” in the academic classroom (p. 102).

English language teachers must focus not only on developing students' language skills but on content in a way that will foster success in mainstream, subject-area classrooms and for academic success in English-medium settings in secondary and higher educational settings. Content teachers, on the other hand, are left to focus on the content, which is appropriate, but are unaware of how to make the language of the discipline visible so that ELLs have access to the content.

This book discusses traditional definitions of CBI and how those must be modified to address the changing needs, demographics, and expectations for those who teach English as a second, foreign, or additional language as well as those teaching English for academic purposes and English for specific purposes. Focusing on content and English language teaching partnerships, we discuss the importance and challenge of developing authentic academic language. The designed paired complementary activities presented in this book aim to meet the need for English language students to be successful in academic content areas, focusing on students' development of the language of the discipline and related social language in both settings through effective collaboration and two-way CBI.

Activity 1

Identify one major challenge or obstacle that ELLs face in developing each of the four skills in the content classroom, specifically focusing on academic language skills. Brainstorm a possible solution to your identified challenge or obstacle. Finally, how could your proposed solution be actualized in both the content and language classroom? Fill out Table 1.

Table 1. Brainstorming Activity 1

Language skill	Challenge	Possible solution	Actualization in the content setting	Actualization in the language setting
Reading				
Writing				
Listening				
Speaking				

REFLECTIVE BREAK

- As an English language teacher, what is your level of preparation of and experience with subjects beyond those included in your English language teacher preparation program?
- As a content teacher, what is your level of preparation of and experience working with ELLs in your content classroom?
 - What challenges do you face as an educator in developing the academic language skills of the students you teach?
 - What have your observations been regarding ELLs in content classes and English-medium environments?