INTEGRATED LANGUAGE ACTIVITIES FOR TEACHING CONTENT

Content area instruction for language minority and other at-risk students can offer many possibilities for enhancing improvement of English usage through language and vocabulary practice. Accomplished best in an integrated manner, the activities described in this Bulletin can be used across any content area and adapted to most grade levels.

1. INTERNET ARTICLE GATHERING

Find out what aspects of the content area being studied students would like to know more about. Collect articles and other information from the Internet to read during the class period as a change of pace.

2. TOPIC QUESTION POSING

Prior to delivering instruction, ask students to write one question (individually or in small groups) that they would feel comfortable in answering about the topic. Collect and put in a bag or box for use after the content has been presented.

3. ADVERBIAL DESCRIPTION

Write a list of commonly used adverbs on the board. Ask students to produce creative (and perhaps humorous) statements about the content they are studying in class.

Here are sample adverbs which can be used:

- angrily
- brightly
- cheerfully
- cleanly
- clearly
- coldly
- crossly
- darkly
- disgustedly
- excitedly
- fully
- gladly
- gratefully
- happily
- lonely
- lovingly
- loudly
- merely
- mindfully
- newly
- nicely
- noisily
- normally
- openly
- patiently
- plainly
- proudly
- shyly
- sloppily
- soundly
- strongly
- tearfully
- thickly
- tiringly
- unbelievably
- undeniably
- unobtrusively
- viciously
- weakly
- widely
- wonderfully

Examples: The clouds formed rain which fell loudly on the rooftops. I cheerfully divided 82 by 9!
4. JIG SAW READING
Determine a text to be read and divide the class into groups of 3-5. Within each group number each student (1, 2, 3...). Assign each group to read a different paragraph, discuss together in their group, and become thoroughly familiar with the information. Then have the 1s, 2s, 3s, etc. gather together in groups to share their information in sequential order from the paragraphs they each have read.

5. ATTRIBUTE CHARTING
Determine if the concept you teach can be described with attributes. Discuss the attributes that illustrate the concept being taught. Allow students the opportunity to add attributes to the chart. Assign a follow-up writing application of the categories and their attributes after matching appropriate characteristics. Example:

<table>
<thead>
<tr>
<th>SEASON</th>
<th>Cold</th>
<th>Cool</th>
<th>Warm</th>
<th>Hot</th>
<th>Dry</th>
<th>Rainy</th>
<th>Snowy</th>
<th>Windy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>?</td>
<td>+</td>
</tr>
<tr>
<td>Summer</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>?</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Autumn</td>
<td>?</td>
<td>+</td>
<td>?</td>
<td>-</td>
<td>?</td>
<td>+</td>
<td>?</td>
<td>+</td>
</tr>
<tr>
<td>Winter</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>?</td>
<td>+</td>
<td>?</td>
</tr>
</tbody>
</table>

6. DICTOGLOS
Select a content-related text and read it aloud with students simply listening to it. Repeat two more times, this time with students taking notes and writing down key words. Have students work in pairs to re-create the text as closely as possible. Have groups of four work together to rework as much of the text as possible. Ask one member from each group to read the group’s re-creation of the text. Compare and discuss.

Note: It is important to note here that students must pay particular attention to both content-specific and content-related use of language. Grammatical correctness as well as content veracity is the goal, as students need practice with features of language in conjunction with content information.

7. LANGUAGE FOCUS LESSONS
Monitor misuse and miscues of students by observing their use of oral and written language as they engage in learning content. Plan to work with students individually or in small groups with content language as the basis of your examples. The following are some of the common areas of language misuse, with sample applications:

<table>
<thead>
<tr>
<th>Language Misuse/Miscue</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Articles a, an, the</td>
<td>Fill in blanks from content text.</td>
</tr>
<tr>
<td>b. Prepositions, position words</td>
<td>Use hands-on manipulatives such as cuisiniere rods to practice position words.</td>
</tr>
<tr>
<td>c. Comparison words</td>
<td>Show &amp; discuss attributes of anything being compared.</td>
</tr>
<tr>
<td>d. Content-related words</td>
<td>Always use words in context orally, with print back-up.</td>
</tr>
</tbody>
</table>

8. CONTENT RECALL CHALLENGE
At the end of class, erase the board and challenge students to recall everything you wrote during the class. Write the expressions/notes again as your students call them out.

Sources: