Strategies for teaching geography electives in English to native Spanish speakers at a Colombian university

Estrategias para la enseñanza de electivas de geografía en inglés a hablantes nativos de español en una universidad colombiana

Nohora BRYAN
Universidad de La Sabana
(Chía, Colombia)
Ezana HABTE-GABR
Universidad de La Sabana
(Chía, Colombia)

Abstract

Universidad de La Sabana in Colombia has been increasing course work in English, and the need for adequate learning and teaching strategies has become salient as both students and instructors expressed concern of a foreign language impeding content acquisition. Through a seminar on English Content-Based Instruction*, the Foreign Languages Department identified underlying problems related to language, such as the need for language strategies in mainstream courses in areas such as academic writing and reading. The English Content-Based Instruction approach seeks to simultaneously teach content and language. The need for instruction to be focused on fostering autonomous learning became apparent given the heterogeneity of learning styles. Two geography courses taught in English are discussed here in light of an overall survey on learning strategies.*

Key Words: EFL; content-based instruction; geography course; bilingual; autonomous learning; learning styles; learning strategies.

Resumen

La Universidad de la Sabana en Colombia ha venido incrementando la oferta de cursos de inglés, y se ha hecho imperante la necesidad de emplear estrategias de aprendizaje y enseñanza apropiadas ya que tanto estudiantes como instructores han expresado su preocupación por un impedimento en la adquisición de la lengua extranjera. Con el seminario sobre Enseñanza de inglés basada en contenidos*, el Departamento de Lenguas Extranjeras ha identificado los problemas subyacentes relacionados con la lengua, como por ejemplo la necesidad de aplicar estrategias de lengua en cursos regulares en áreas como la producción y comprensión de textos escritos académicos. El enfoque de enseñanza de inglés basada en contenidos busca enseñar, simultáneamente, contenido y lengua. Dada la heterogeneidad de estilos de aprendizaje, se ha hecho evidente la necesidad de una instrucción que se enfoque en el fomento del aprendizaje autónomo. En esta ponencia, se discuten dos cursos de geografía enseñados en inglés a la luz de un completo estudio sobre estrategias de aprendizaje.*

Palabras Claves: EFL; enseñanza basada en contenidos; curso de geografía; bilingüe; aprendizaje autónomo; estilos de aprendizaje; estrategias de aprendizaje.

INTRODUCTION

Teaching mainstream courses in an EFL context such as Colombia requires strategies in order not to lose content to language and actually simultaneously enhance the learning of both. This paper addresses the context, processes and results of strategies utilized in teaching mainstream subjects in English at the university level based on an action research project aimed to test instructional strategies leading to improve English content-based courses or CLIL results at Universidad de La Sabana in Colombia. The case of two geography electives which utilized strategies derived from the research are discussed and it is concluded that courses taught in an English as a Foreign Language (EFL) context are able to achieve their objectives provided language and content learning strategies are fostered along with the teaching of values of global citizenship which is promoted in Geographic Education. The courses Population Geography and Geopolitics are appropriate to be taught in English given the fact that much of the international literature is in this language (Short, Boniche, Yeong Kim & Patrick Li Li, 2002). Furthermore, English instructors often complain about a lack of geographical knowledge impeding comprehension of texts in English (Kernan, 1990). We placed emphasis on these two courses because the strategies were closely piloted in them and they were taught by a member of the research group.

BACKGROUND

Bilingual education in Colombia has increasingly become essential at all three levels of the educational system. Since the 1980's, Colombia has undergone political and economic changes, which have increasingly integrated the economy into the global system. This in turn has led to an "unprecedented boom of the English language teaching industry" (Vélez-Rendón, 2003). Presently, the National Ministry of Education is placing emphasis on fostering bilingualism throughout the educational system. This project has been launched through the Colombia Bilingüe Program, which seeks to enhance English learning and eventually the teaching of mainstream subjects in English. Increasing economic competitiveness and technology are among its major objectives. In addition to these goals, enhancing values of cooperation and interchange at a global level are viewed as being attained through a bilingual curriculum (Castillo, 2003).

However, it is important to note the existence of a very limited number of schools since the turn of the twentieth century at the level of bilingual education in Colombia. By 2003, there were close to fifty official bilingual schools all reported in the largest cities. For a population of over forty million, this number is not very significant in terms of fostering bilingualism at the national level and makes the case for a national initiative. Nonetheless, bilingualism continues to increase through the intensification of English programs which have gradually lent themselves to teaching content in English, particularly in the areas of science and social studies.

EFL MAINSTREAM SUBJECTS AT UNIVERSIDAD DE LA SABANA

All Colombian universities have historically used English as a medium for learning, particularly in the usage of technical texts and the occasional non-Spanish speaking visiting lecturer who has taught in English. In Colombia, most students who reach the university level barely have a working knowledge of the language. They take an English exam as part of the school leaving certificate, ICFES, which is largely based on reading comprehension skills.

Universidad de La Sabana (US) is one of the youngest universities in the country, and in less than thirty years has successfully developed professional programs which are nationally and internationally accredited. The university was recently accredited by the government and now makes part of the group of the ten accredited universities of the country. Moreover, the institution has been a pioneer in its pursuit to become a truly bilingual university in the sense that its focus has not only been providing English for reading purposes as the main academic need, but forming graduates who can live and work within a bilingual context.

In compliance with its spiritual and humanistic mission "to be able to relate with all sectors of society and contribute multiple solutions to complex problems through an interdisciplinary approach …" (PEI, 2002), the university has strongly emphasized the importance of multilingual professionals and since 1996 embarked upon creating the English Proficiency Program (EPP).[1] This program launched the process of bilingualism through the provision of an EFL program complying with the European and American standards, preparing students for the TOEFL, IELTS and First Certificate Exams. Furthermore, the program has been supporting the development and teaching of mainstream courses taught in English, such as the geography electives.

Since the mid-nineties, faculties have been offering at least two mainstream subjects in English, and today close to thirty courses are taught at the university, mostly in the School of Administration and Economic Sciences. The minimum language requirement for taking a mainstream course in English is the successful completion of the lower intermediate EFL course. Throughout the EPP program, students are exposed to academic skills in addition to gaining proficiency in English and world culture.

THEORETICAL FRAMEWORK

Literature, largely from the ESL context has proven that the content-based instruction approach enhances learning and content given the emphasis on learning strategies (Short, 1991). Furthermore, the fact that the approach has consistently functioned since the 1960's made it appropriate to utilize (Brinton, Snow and Wesche, 1989). As mentioned above, the EFL context makes for some differences in that the classroom context plays a larger role in the development and or improvement of language skills. Simultaneous learning occurs because content along with language skills are equally prioritized as opposed to other forms of instruction such as ESP or EAP. However, the strategies used in the ESL context are similar to those of the EFL. Davis (2003) notes the spread of the model to the EFL context and strategies such as sheltered teaching and what he calls the adjunct model, the provision of preparatory English courses as is the case with the English Proficiency program at Universidad de La Sabana, to be appropriate.

The "problem solving approach" used at the University of Maastricht has also demonstrated that it fosters cooperative learning, permitting students to help one another overcoming learning problems.[2] This approach becomes an important strategy within content-based instruction in that all four language proficiency areas are utilized through collaborative learning.

---

[1] All Colombian educational institutions have an Institutional Educational Project, which guides the institution.
[2] Video conference given by Robert Wilkensen to the Universidad de La Sabana, October 2005.

ACTION RESEARCH ON CONTENT-BASED INSTRUCTION AT US

Before all faculties began to offer their subjects in English, the department implemented a shadowing plan with some mainstream professors who volunteered to deliver the subject in English. The shadowing consisted in helping professors organize and plan content to assure student comprehension, visiting their classes upon professor's demand and a post-class professor's self-evaluation aimed at analyzing class procedures and outcomes as a basis for future planning. This experience led the department to establish a permanent interdisciplinary seminar for mainstream subject instructors aimed at discussing successful practice and the most common concerns with respect to their courses. The seminar became the diagnostic stage of an action research that permitted to draw upon issues of concern for instructors:

- Mixed language levels among students.
- Students unable to follow lectures.
- Inability to perform written and oral tasks in English.
- Curricular requirements not being met as language impedes content acquisition.

Those claims were verified through two focus groups with students where they noted that they had difficulties in following lecture-based classes, meeting academic writing standards, following academic texts, and participating. Then content was lost to language. These problems have arisen under the assumption that content and language would be learned as courses are held "in English" as opposed to "through English" or "learning about the language" as opposed to "learning the language" (Marsh, 2005; Greenall 2006; Davis, 2003).

UMBRELLA RESEARCH METHODOLOGY

After the participants in the seminar, as well as the students, had helped the researchers identify the main causes impeding the learning of content in the foreign language, the seminar focused on identifying strategies utilized by universities worldwide, through publications in the area of CLIL and content-based instruction, permitting professors without a background in pedagogy to be familiar with the area of strategies that promote learning. Subsequently, over a period of a semester the strategies were implemented in courses by mainstream professors who reported their observations to the seminar on a monthly basis.

Apart from the seminar, professors were also provided with scaffolding from the language department. They could make use of a self-access language learning center, Studium, which provides human and technical resources for studying languages and accessing material put on reserve by instructors and for advising both students and professors. Thus, the action research was developed along the lines of testing and observing strategies which did contribute positively to both content and language. Strategies such as cooperative learning, process writing, provision of a bibliography with simplified language, highlighting key concepts in texts, use of visuals and socio-affective strategies, utilized by instructors, concurred with previous experiences cited in the literature on English content-based instruction.

A survey was designed in order to see whether students were being trained in learning strategies in order to foster their autonomy as learners in a foreign language. The survey (annex 1) was applied to 500 students at the university between midterm exams. These periods were selected in order to avoid bias which could arise during exam periods. About forty learning situations (aimed at solving students' learning difficulties, thus fostering their autonomy for learning) were determined and students identified whether or not they were experiencing them in class. The taxonomy used to classify the questions corresponded to the following categories:

- Promotion of the use of language support services.
- Training and application of strategies.
- Use of socio-affective strategies.
- Time investment for language difficulties.
- Use of self-devised strategies.
- Reliance on student-teacher relationship for learning.
- Acquisition of basic academic skills.
- Enhancement of language skills through the course.

Hypothesis testing was utilized in order to identify the effect of strategies on learning. Positive effectiveness was determined if more than 51% of the students actually utilized the strategy. See annex 2 for a summary of the findings and the recommendations from the researchers to the professors. The seminar and subsequently the surveys demonstrated that strategies needed to be focused in the following areas:

1. Train students in strategies.
2. Provision of assistance in writing as a process.
3. Enhancing socio-affective strategies.
4. Constantly provide language support through the foreign language department.
5. Provide additional time to students to overcome language difficulties.

THE CASE OF THE POPULATION AND GEOPOLITICS COURSES

The population course was designed as an elective subject which met once a week. It focused on introducing students to demography, population geography, and world geography in general. The course began by exposing students to the global distribution of population cartographically. Students were exposed to population density maps, population size maps, and aerial photographs showing population concentration. As a result, students were also exposed to interpreting thematic maps, tables and graphs which presented demographic data. Moreover, it also sought to provoke critical thinking on the part of students about issues related to population studies. It was unconventionally nicknamed "The More the Merrier", a name which, from the outset, provoked students to think about the issue as there is a tendency for many courses to "overlook the debate" (Robbins, 1998). Given the need for sophisticated language of negotiation, students were inclined to solicit more help with academic discourse.

The second course which has been offered for over a year is Geopolitics. This course was taught by one instructor. The regional content of the course largely focused on Asia and Africa, regions very much unknown to the students, raising a high level of curiosity which makes students use material in English as this is largely the language of much of the geographical literature of the region. The logic behind teaching these courses in English coincides with Kelly (1996) who designed an urbanization course focused on Latin America and utilized sources in Spanish, enabling him to integrate Spanish with geography. This logic very much applies to focusing on regions outside the American continent in English given the scope of literature and analysis in this language.

The courses consisted of 15 to 29 students from all faculties at the university. The minimum language requirement was successful completion of the lower intermediate English course in the EPP. Hence, the courses consisted of heterogeneous language and content levels, requiring strategies that would provide personalized support to students.

Teaching/Learning Strategies Implemented

The heterogeneity of the students' academic and language levels required strategies which would permit all students to perform in writing and speaking tasks without being impeded by language. Initial observations such as low levels of participation and poorly written essays were reported to the seminar and indeed did concur with those of other researchers and also observations from other universities. Given these observations and the discussions in the seminar, the following strategies were implemented.

1. **Use of the internet.** Material was emailed to students and also posted on a course website. For example, students were able to access simplified readings which presented theories on population or in geopolitics at their own leisure. An effort was made to provide original texts in English under the assumption that with sufficient time, students would be able to read and assimilate the texts. Students were provided readings and strategies on identifying key concepts in texts. As students were further exposed to search machines, they tended to use the university's self-access center and greater autonomy was being developed. This coincided with an observation in the survey which noted that students required more guidance when it came to university technical support.

2. **Projects.** Once students were exposed to the basis of geopolitics, students were assigned regional conflicts, largely in Africa and Asia. They were given a week to prepare a presentation applying a relative theory of geopolitics to the conflict. This approach permitted them to recycle technical vocabulary as well as understand theory through having a whole lesson around a particular event such as the conflict in Sudan or in Sri Lanka. Hamyan (1990) notes that defining terms with examples and a function enhances learning and also makes students more aware of the concepts. While this is suggested as a language theory it greatly enhanced students' acquisition of concepts in the subject. For example, when students were exposed to the term "West Bank", the process of locating and defining the region provided its geographical form and function.

3. **Guest Speakers.** In the Geopolitics course, students listened to two speakers who were experts on Africa and Asia. One of the talks was a video conference with a professor in the United States and the other one was with a professor at another university in the area. In addition to providing detailed information on these regions, the events provided a change in the learning pattern. Video conferencing provides direct access to expertise which cannot be provided by the instructor, hence increasing the quality of instruction (Rusnak, 2001). Furthermore, the guest speakers provide the students the opportunity to listen to another speaker of the English language thus accustoming their ear to other accents. It was interesting to observe that many students who rarely participated were motivated to prepare questions prior to the conferences and demonstrated comfort with the language. The speaker from the United States used sign posts and maps throughout his talk, allowing students to grasp key concepts when he spoke fast or when there were problems with transmission. This established an instant rapport and hence strong socio-affective strategies leading to an interest in the subject matter.

Goetz identifies two categories of team teaching (2000). The first category involves the actual team working together at the same time in the classroom and the second involves the team members focused on the same objectives, but working separately. Our approach involved a blend of both categories as our goal involved varied interests on the part of the instructors and the need for one of the instructors to focus on the academic language acquiring process.

1. **Work with small groups**. One of the instructors presented the key concepts in every class in a lecture format. The lectures were summarized in a PowerPoint presentation which students could access at their own will. Following the lecture, both instructors circulated around the groups helping them with problem-solving in areas such as calculations and developing positions regarding populations. The approach also enabled them to coach students on aspects of language such as pronunciation and grammar.

2. **Exam correction**. Both instructors graded exams. However, one instructor dedicated more time to language. This permitted more time for providing in-depth feedback on essays and enhanced critical writing skills. The team approach allowed for instructors to provide in-depth feedback on content and language, which often lacks with just one instructor. Moreover, a cooperative learning context was established, using socio-affective strategies which, according to the general survey, were considered important by students.

3. **Greater regional focus**. Given the fact that both instructors came from different regional focuses, namely, the American continent and Africa, students were exposed more to different regions. Furthermore, it was not uncommon for both instructors to carry out discussions on cultural aspects related to population, providing students with diverse perspectives on the issue.

4. **Enhanced socio-affective strategies**. Small groups permitted personalized attention from the instructional perspective, focusing on aspects related to emotions and attitude (Oxford, 1990). An example would be the population growth debate which raised controversy and emotions. Working with small groups permitted instructors to articulate their arguments using bibliographic support. Furthermore, the team approach generated an informal classroom atmosphere in which all students, irrespective of their English level, felt free to participate confirming the survey results regarding the importance of socio-affective strategies. Preparing for the conferences in the Geopolitics course permitted more interaction between the instructor and teacher. Socio-affective strategies proved to be effective in promoting writing as the instructors constantly gave students examples of non-natives who produce geographical texts in English.

Writing tasks were the same for all groups and were graded with the same criteria which were based on content, style and grammar. Jarvis (2002) cites Harold-Taylor who notes that process writing postpones writing perfection and initially focuses on putting ideas on paper first and then focusing on perfection. This approach allows students to take advantage of the help provided, as it is in phases where the students are given feedback allowing them to eventually express their ideas and research coherently.

Results from the Population and Geopolitics Courses

The content-based instruction approach proved to be effective in that the strategies simultaneously combated language and content learning problems because the students ended up dedicating more time to the material than they would have otherwise. Students who took advantage of all the strategies found that their language and content knowledge had increased. While the two subjects were highly demanding in terms of student time, students noted that they were beneficial in the following areas. The research results as shown by the survey applied to the students in these courses indicated that learners generally found socio-affective strategies to be more effective than specific language strategies. The survey demonstrated that learning being

impeded by language was actually a misnomer and that when students faced difficulties in the geography courses or others; they were largely due to a lack of prior knowledge as schemata needed to understand new content.

1. **Increase in general knowledge**. Many students admitted that the courses brought up concepts and places they had never heard of. For example, some students from the Population Geography course found themselves analyzing the population debate more profoundly based on facts. Students in the Geopolitics course, through their researching, noted that they were able to relate local problems in Colombia with those in other parts of the world. With the complexity of the debates, students acquired more academic language and vocabulary.

2. **More technical English**. In focus groups, students noted the large amount of vocabulary they had acquired in the courses. Some students expressed the fact that they felt ready to undergo graduate work in English overseas as they had been fully exposed to academic language and also to the context of studying in the language.

3. **Writing as a process**. Students became aware of the fact that writing is a process and a student with a lower intermediate level could actually write well when utilizing a strategy such as process writing. As students utilized writing strategies and emulated models provided in the classroom, they were increasingly able to produce coherent essays based on research.

4. **Research on strategies**. The courses greatly benefited from research in English content-based instruction in that important strategies such as process writing and socio-affective strategies proved to be effective. It was observed that students who had faced difficulties initially gained confidence as they submitted more than two drafts. In the Geopolitics course for instance, students actually developed essays in class with the instructor, guaranteeing the effective use of standard writing organization structures which were not evident at the beginning of the semester.

CONCLUSIONS

Incorporating the teaching of these two courses in geography as part of an action research on English content-based instruction has been mutually beneficial to understanding the interplay between strategies related to language and content. The courses have demonstrated that through language strategies content is actually enhanced. Future mainstream courses taught in English would benefit from such research as the methodology continues to be transmitted through the seminar. The research has shown the importance of maintaining between both, the language and mainstream course departments is essential to success. Furthermore, the research has demonstrated that in an EFL context misnomers are generated about language impeding learning as difficulties with languages are confounded with content difficulties and general tendencies in learning.

We anticipate that as the interdisciplinary content and language staff seminar continues to propagate the methodology, more instructors would take it upon themselves to offer courses in English and not be discouraged by language problems. Moreover, students will find themselves naturally learning more English as they are immersed in learning strategy oriented situations.

ANNEX 1: RESULTS OF STUDENT SURVEY

1. Most students need to use the language services provided by the university.

Suggestion: Please inform your students about the Foreign Language Department services. Let them know that we will help them with tasks which require language assistance such as writing, reading and speaking.

2. More than half the students surveyed said that they are being provided with strategies and have used them.

Suggestion: Continue providing students with strategies for studying in English. Share your own experiences with them.

3. Slightly more than half the students agree that socio-affective strategies are used.

Suggestion: Students seem to benefit from strategies suggested by professors, working in groups. Students seem to help one another with language problems. It may be a good idea to allow students whose English level is higher help others.

4. Less than half the students mentioned that they have dedicated extra time to studying for courses taught in English.

Suggestion: Encourage students to dedicate more time to studying in English. Provide them with challenging work which would make them dedicate more time to courses taught in English.

5. Slightly more than half the students mentioned that they would like to use their own strategies for learning.

Suggestion: Periodically ask students what strategies they use for learning in a foreign language. This would motivate others to be creative in terms of devising strategies.

6. More than half the students believe that the student-teacher relationship is important in terms of learning.

Suggestion: It's important to keep this up as it enables us to approach our students and know how to help them.

7. A large majority of students believe that they are obtaining the basic academic skills in the courses.

Suggestion: It's important to promote this notion amongst students—convincing those who believe they are losing the contents of the subject due to language that this is not really a common belief among students.

8. A large majority of students believe that they are actually learning more English as a result of the courses taught in English

Suggestion: Remind students of this fact. This will enable them to see the multiple benefits of such courses.

We hope to see you at our next seminar. Please consider these factors. We will apply the survey at the end of the semester.

ANNEX 2

Dear Student:
This is a survey on strategies used in the course you are taking or have taken in English. Please take a few minutes to complete the form by ticking the appropriate section which corresponds to your experience or what you would like to experience in the course.

(I have) or (I am)	I would like to(be)
Aware of all the resources the university provides to support students in courses in English.	Aware of all the resources the university provides to support students in courses in English.
Have used the services that the university offers.	Use the services that the university offers.
Looked for specific help to solve problems with the use of a foreign language.	Look for specific help to solve problems with the use of a foreign language.
Approached my professor for specific help with problems with language.	Approach my professor for specific help with problems with language.
Identified specific language problems that I have in order to make studying the language easier.	Identify specific language problems that I have in order to make studying the language easier.
Used specific strategies suggested by my instructor and others to overcome difficulties.	Use specific strategies suggested by my instructor and others to overcome difficulties.
Identified classmates who could help me with specific language problems.	Identify classmates who could help me with specific language problems.
Worked closely with groups in my class who have helped me with language difficulties.	Work closely with groups in my class who have helped me with language difficulties.
Frequently participated in group discussions to solve problems in class.	Participate in group discussions to solve problems in class.
Been provided with a guide, which defines key terms and concepts in class.	Be provided with guides, which define key terms and concepts in class.

Used the bibliographical sources in the library and the internet as additional sources to help me clarify topics which are unclear.	Use the bibliographical sources in the library and the internet as additional sources to help me clarify topics which are unclear.
Tried to establish a level of communication with my professor which would permit me to ask him/her for help when needed.	Establish a level of communication with my professor which would permit me to ask him/her for help when needed.
Asked an English instructor at the university to help me with my writing.	Ask an English instructor at the university to help me with my writing.
Asked an English instructor at the university to help me with my oral presentations.	Ask an English instructor at the university to help me with my oral presentations.
Practised for oral presentations well in advance in order to improve the flow and contents of my oral presentations.	Practise for oral presentations well in advance in order to improve the flow and contents of my oral presentations.
Improved my level of confidence to present and discuss topics in class as a result of practice.	Improve my level of confidence to present and discuss topics in class as a result of practice.
Read all the assigned texts in English	Read all the assigned texts in English
Know appropriate strategies for reading texts related to the subject in English.	Know good strategies for reading texts related to the subject in English.
Know how to find main ideas in a text.	Know how to find main ideas in a text.
Know how to find ideas which support the main concept.	Know how to find ideas which support the main concept
Refer to easier texts in English which have made understanding concepts easier.	Be referred to easier texts in English which have made understanding concepts easier.
Feel comfortable consulting websites in English related to the topics studied.	Feel more comfortable consulting websites in English related to the topics studied.
I had to write in English in this course.	To write more in English in this course
This course increases formal writing skills.	This course to increase formal writing skills.
Consult writing models which have helped me write in English. These models include short articles and essays.	Consult writing models which would help me write in English. These models include short articles and essays.
Have improved my writing skills.	Would like to improve my writing skills.
I am able to self-correct	I am able to self-correct my written work

ANNEX 3

UNIVERSIDAD DE LA SABANA

FOREIGN LANGUAGES DEPARTMENT/HUMANITIES INSTITUTE

Geopolitics

RUBRIC FOR ESSAY ON MIDDLE EAST

NAME _____ I.D. No _____ SCHOOL _____

GROUP _____

CLASS TIME _____ TEACHER _____ DATE_____

	You get 4 points if	You get 3 points if	You get 2 points if	You get 1 point if	
Task Fulfillment **10**	The topic is clearly expressed in the composition; however, some ideas could be developed more.	The topic is expressed, but there are undeveloped ideas.	The topic is vaguely stated and/or ideas are not developed.	There is not enough language to be assessed.	
Grammar **10**	The composition has no more than five grammar mistakes and they do not distort meaning.	There are between 5 and 10 grammar mistakes and they slightly affect the transmission of ideas; they slightly distort meaning.	The composition has more than 11 grammar mistakes, which do not allow the ideas to be transmitted.	There is not enough language to be assessed.	
Coherence **30**	You have demonstrated an understanding of one new concept (geography, religion, history).	Ideas are expressed but not clearly stated.	The ideas in the paragraphs have no connection with each other.	No ideas expressed.	
Vocabulary The paragraph is just one run **(x10)**	A variety of vocabulary is used throughout the composition, but one or two words are grammatically misused or inappropriate.	A variety of vocabulary is used throughout the composition, but between 3 and 5 words are grammatically misused or inappropriate.	Vocabulary is simple and redundant.	There is not enough language to be assessed.	

REFERENCES

Brinton, M., Snow, M., & Wesche, M. (2003*). Content-based second language instruction* (Michigan Classics Ed.). Ann Arbor, MI: University of Michigan Press.

Castillo, R. (2003, October). ASOCOPI present in the Bogotá - Cundinamarca. *ASOCOPI (Association of Colombian English Teachers) Newsletter*, 4-6.

Davies, S. (2003). Content based instruction in EFL contexts. *The Internet TESL Journal , 9*(2). Retrieved from http://iteslj.org/Articles/Davies-CBI.html

Ecima, I. & Pineda, C. (1998). *La enseñanza de contenido a través de la segunda lengua*. Unpublished working paper, Department of Languages & Cultuers, University of La Sabana, Chía, Colombia.

Goetz, K. (2000). Perspectives on team teaching. *Egallery, 1*(4). Retrieved from http://people.ucalgary.ca/~egallery/goetz.html

Greenall, S. (2006). Innovation and change in language teaching - The ecology of global English. Unpublished paper presented at the European Label Awards, Warsaw, Poland.

Hamayan, E. V., & Perlman, R. (1990). *Helping language minority students after they exit from bilingual/ESL programs*. Washington, DC: National Clearinghouse for Bilingual Education.

Jarvis, D. Y. (2002). The process writing method. *The Internet TESOL Journal, 8*(7). Retrieved from http://iteslj.org/Techniques/Jarvis-Writing.html

Kelly, M. S. (1996). Urbanization/Urbanización: A theme for teaching geography and Spanish. Retrieved from *Resources for Teaching about the Americas (RETANet database)*: http://64.106.120.45/handle/10777/111

Kernan, J. C. (1990). Literature, geography, and the untracked English class. *English Journal, 79*(8), 60-67.

Marsh, D. (2005, April 20). Adding language without taking away. *Guardian Weekly*. Retrieved from http://www.guardian.co.uk/guardianweekly/story/0,12674,1464367,00.html

Mertler, C. A. (2001). Designing scoring rubrics for your classroom. Practical Assesment. *Research and Evaluation* 7(25). Retrieved from http://PAREonline.net/getvn.asp?v=7&n=25

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston, MA: Heinle & Heinle.

Robbins, P. (1998). Population and pedagogy: The geography classroom after Malthus. *Journal of Geography.* 97(6), 241-252. doi: 10.1080/00221349808978841

Rusnak, B. (2002). A case study on the use of video teleconferencing to study geography at the United States Air Force Academy: Lessons learned, Barbara Rusnak. In P. Barker & S. Rebelsky (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2002* (pp. 1687-1692). Chesapeake, VA: AACE.

Short, D. (1991). *Integrating Language and Content Instruction: Strategies and techniques* (NCBE Program Information Guide Series, No. 7). Washington, DC: Office of Bilingual Education and Minority Languages Affairs (ED). Retrieved from http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED338111

Short, J. R., Boniche, A., Kim, Y., & Li, P. L. (2001). Globalization, global English, and geography journals. *The Professional Geographer, 53*(1), 1-11. DOI: 10.1111/0033-0124.00265

Tedick, D. & Jorgensen, K. (2001). Content based language instruction: The foundation of language immersion. *The Bridge, ACIE Newsletter, 4*(3), 1-8. Retrieved from http://www.carla.umn.edu/immersion/acie/vol4/May2001.pdf.

University of La Sabana. (2002) *PEI: Proyecto educativo institucional*. Retreived from http://www.unisabana.edu.co/fileadmin/Documentos/Planeacion/documentos_institucion ales/2._Proyecto_Educativo_Institucional_-PEI.pdf

Van Leewen, C. & Wilkinson, R. (Eds). (2004). *Multilingual approaches in university education: Challenges and practices*. Maastricht, the Netherlands: Universiteit Maastricht/Valkhof Pers.

Vélez-Rendón, G. (2003). English in Colombia: A sociolinguistic profile. *World Englishes*, *22*(2), 185-198. DOI: 10.1111/1467-971X.00287

BIODATA

Nohora BRYAN holds a B.A. from Los Andes University, an M.A. from Saint Michaels College, has a wide experience in EFL/ESL teaching and research, has been a presenter in many local, national and international EFL events, and is a consultant for the building, setting up, monitoring and evaluation of bilingual programs. Her main areas of interest are teachers' advancement, autonomy in language learning and technology for language learning. Currently, she is the Director of the Department of Languages and Cultures at the University of La Sabana in Colombia.

Ezana HABTE-GABR has worked with the Department of Foreign Languages and Cultures as a teacher in the English Proficiency Program since 2001. In addition to teaching English courses, he has taught English Content-Based Courses in Geography, Population and Development areas through the Institute of Humanities at University of La Sabana where he is currently based. He holds a BA and MA in Geography.