

An evaluation of USA Learns and its lesson plan based on content-based instruction

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Abstract

This paper presents a lesson plan based on the content-based instruction (CBI) approach in an English class, combining “USA Learns,” a website for English as a second language learners. USA Learns is a free website developed by the Sacramento County Office of Education in collaboration with other institutions that assists adults in learning English autonomously. However, it also provides instructors with a page where they can monitor their students’ learning records. This fact enables the instructor to conduct CBI classes for university students in class. This article provides an introduction to usage-based language learning, a broad overview of USA Learns, a theoretical evaluation of CBI, and a lesson plan that incorporates CBI into USA Learns.

Keywords

Content-Based Instruction, Usage-Based Language Learning, USA Learns, Lesson Plan

I. What is usage-based language learning?

Usage-based language learning emphasizes the importance of actual language use in shaping linguistic form (Tyler, 2010). The first three of Tyler’s (2010) five key tenets of usage-based language learning are (1) the primary purpose of language is communicative; (2) natural language is always in context; and (3) patterns and frequency information are regarded as central to system learning. Similarly, Ellis and Wulff (2015) claimed that second language (L2) learners unconsciously register linguistic patterns in the input, which are reinforced by encountering multiple examples.

Moreover, Tomasello (2005) asserted that modern developmental psychologists and cognitive scientists regard learning as an integrated set of social-cognitive skills rather

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than isolated association-making and induction. He specifically stated that two sets of skills are required for language acquisition: a set of various intention-reading skills and a set of various pattern-finding skills.

In terms of instructional aspects, De Graaff and Housen (2009) emphasized the recent importance of form-focused instruction (FFI) over meaning-focused instruction. They define that FFI refers to any instructional activity that aims to draw learners' attention to language form, where "form" stands for grammatical structures, lexical items, phonological features, and even sociolinguistic and pragmatic features of the language. However, it is important to note that FFI also requires language to be in context, whereas the Focus on Forms instruction primarily emphasizes linguistic structures. In fact, usage-based language learning is classified as FFI. Furthermore, Ellis and Wulff (2015) stated that language learning is predominantly implicit in that it occurs without the learner's awareness.

Meanwhile, De Graaff and Housen (2009) differentiate explicit and implicit FFI instruction. Based on the distinction, usage-based language learning has the following characteristics: It draws attention to language form; language is primarily used as a tool for communication; it is delivered spontaneously and incidentally (e.g., in an otherwise communication-oriented activity); it is unobtrusive (minimal interruption of meaning communication); it presents target forms in context; there is no rule explanation or directions to attend to forms to discover rules; it encourages free use of target form.

Furthermore, classroom speaking and writing activities can be multimodal (Hall, 2019). The term multimodality emphasizes the variety of modes that the instructor or students use to make meaning, in addition to speech and writing. Another aspect is that Krashen's Input Hypothesis states that L2 learning occurs when a learner understands grammatical forms that are slightly more advanced than the learner's current state of interlanguage. He also claims that understandable input and a low affective filter ensure effective learning (Krashen, 1985). However, it is important to note that Input Hypothesis is based on the assumption that learners automatically and naturally acquire L2 due to the input to which they are exposed (Ellis & Shintani, 2013).

Hall (2019) summarized that "the more emotionally rewarding social activities are for individuals, the more routine, frequent, prominent, and stable the occurrences of particular resources are in the activities, and the more people are drawn to them, the more entrenched the resources become as cognitive-emotional representations of their experiences." Furthermore, although instruction does not play a substantial role in L2 learning in that it is impossible to affect cognitive processes, researchers and teachers can manipulate classroom input to increase exemplars of a specific linguistic structure, such as lexical bundles (Loewen, 2020).

II . Target material: USA Learns

Adult learners can increase four English skills by using the online resource USA Learns. It includes texts, video clips, and audio clips that allow learners to participate in listening quizzes, reading comprehension quizzes, dictation activities, writing activities, shadowing activities, and other games. The resources' two goals are to allow learners, particularly those from outside the United States, to not only learn English but also become acquainted with social life in the United States.

The U.S. Department of Education, the Sacramento County Office of Education, and the University of Michigan Institute of Social Research created it in collaboration. The topics, characters, and simulations in USA Learns reflect the difficulties that immigrants face. The system is designed for use at home, but it includes a management system that the instructor can use to track progress (United States Department of Education, 2010).

Shaban (2013) verified that USA Learns provides learners with attractive topics that integrate the four language skills and numerous activities to enhance learning.

Specifically, she described that activities aim to engage learners in "active" reading and listening materials followed by writing materials in that learners need to read a text or listen to an audio of a topic to draw the correct conclusion, and later, they are required to write about the same topic. However, there are no interactive activities because it is a self-organized program. Moreover, she noted that topics and activities successfully related to learners' prior knowledge, background, skills, beliefs, and concepts of the students. In particular, reading activities involve materials about various familiar topics such as family, health, work, and safety.

Regarding methods and techniques, Fleischman (n.d.) explained that USA Learns includes several techniques and methods such as comprehensible input and early production, focus listening, life skills reading, and scaffolding. In addition, a management system enables the instructor to give corrective feedback on the writing of the learners. The Sacramento County Office of Education (2011) provided the instructor with the scope and sequence, including key vocabulary, grammar forms, functions, and life skills. They also provide transcripts of each video clip on the teachers' site.

III . The list of criteria and evaluation

The considerations in Sections I and II enable us to build a list of criteria in Table 1. The list consists of essential criteria for usage-based language learning. In addition, the evaluations based on the list are described in the second column.

Table 1: Evaluation of USA Learns in terms of usage-based language learning

<i>Criteria</i>	<i>Evaluation</i>
Communicative	USA Learns places much emphasis on communicative and contextualized approaches. According to Shaban (2013), the tool provides learners with relevant topics such as workplace, safety, and family, as well as a variety of engaging experiences to enhance learning. However, because the tool is designed for self-directed learning, there are no communicative activities between learners unless the instructor provides them in the classroom.
Context	The target language is culturally and contextually embedded in various topics. Although the video clips in the contents are not authentic, but rather dramatized, learners can engage in four skills activities based on various situations. In addition, learners might be able to imagine themselves in the future in the position of the characters. Therefore, contextual relevance might lead to better retention of certain linguistic features.
Pattern/Routine/ Pattern-finding skills	USA Learns contains numerous linguistic patterns and daily conversation patterns. Reading and listening materials, for example, are rich in naturally occurring syntactic patterns. In addition, learners promote their understanding through writing activities with the help of the instructor, such as corrective feedback.
Frequency	Reading, listening, speaking, and writing activities ensure the frequency of the target language. Concretely, the former two activities ensure the input frequency. On the contrary, the latter two activities ensure the output frequency. However, there is no communication among learners and, because of that, the frequency of speaking activities is limited.
Intention-reading skills	Learners are required to grasp the gist of the reading materials based on their experiences. USA Learns provides some quizzes that let learners practice intention-reading skills. For example, some quizzes require learners to correctly read the characters' intentions in the video clip. However, the reading materials are usually short, so the skills are not practiced enough when the learners engage in reading.
Saliency	Each unit in USA Learn has a grammatical target and is designed to ensure that learners notice the target. In contrast, pronunciations are rarely taught explicitly. In addition, some common expressions used in conversations among characters are not fully explained. Learners may need assistance from the instructor, including scaffolding.

Attention	The frequent, salient and stable occurrence of grammatical forms in USA Learns successfully draws the attention of learners additional explanations and Q&A sessions with the instructor could help learners focus on specific target language forms. Furthermore, while the tool provides learners with basic knowledge about life in the United States, some of that knowledge requires explanation, particularly for those who lack background knowledge on the issues.
Implicit FFI	USA Learns is mainly based on explicit FFI. The lack of conversations among learners or with the instructor makes it difficult for the instructor to provide implicit FFI.
Multimodality	Multimodality is not included in speaking activities. The activities are mainly based on shadowing only. Contrarily, numerous video clips allow learners to understand sociocultural meaning through the multimodality of the characters, such as facial expressions and intonations.
Comprehensible input	USA Learns consists mainly of three courses depending on the learners' skills. Because of this, learners are exposed to comprehensible input adapted to their stage of development. In addition, each course is designed to gradually promote learning by making activities more complex as learners progress.

IV. Theoretical evaluation of CBI

The concepts of CBI are used in the following lesson plan created with USA Learns. Before sharing the lesson plan, it is useful to conduct a theoretical evaluation of CBI using the language learning principles introduced by Ellis and Shintani (2013), shown in Table 2. The characteristics and explanation of CBI are mainly based on Richards and Rodgers (2014).

Table 2: Theoretical evaluation of CBI

<i>Instructed Language Learning Principles</i>	<i>Content-Based Instruction</i>
1. Instruction must ensure that learners develop both a rich repertoire of formulaic expressions and rule-based competence.	One of the core principles of CBI is that people learn a second language more successfully when they use it to understand content, rather than as an end in itself. In this sense, scaffolding learning plays an essential role in CBI. The instructor helps learners to know how to do something by it, which can include some formulaic expressions. It is uncertain whether it provides a basis for teaching the generative rules of grammar that make the use of creative language possible.
2. Instruction must ensure that learners focus on meaning.	CBI focuses entirely on meaning and provides optimal conditions for second language acquisition by exposing students to meaningful and cognitively demanding language in the form of authentic materials and tasks.
3. Instruction should ensure that learners focus on form.	CBI supplements exposure to input through language-enhanced instruction (e.g., skills-based instruction and awareness raising about uses of grammar, lexis, style, and register).
4. The instruction should be primarily directed at developing implicit knowledge of L2 while not neglecting explicit knowledge.	The aim is to develop the ability to use L2 correctly, fluently, and naturally. The instructor provides both implicit and explicit corrective feedback. Providing the correct form, which indicates what is incorrect, is part of explicit correction. Meanwhile, recast elicitation is an example of implicit correction.
5. The instruction must take account of the order and sequence of acquisition.	The acquisition sequence is determined by content demands rather than grammatical difficulty. That is, grammar is a tool for communicating information.
6. Successful language learning requires extensive L2 input.	The CBI views rich, comprehensible input as necessary but insufficient for developing high-level academic language proficiency. Also, activities include improving language skills, vocabulary building, discourse organization, communicative interaction, study skills, and synthesis of content materials and grammar.
7. Successfully instructed language learning also requires opportunities for output.	CBI is in the “learning by doing” school of pedagogy. In CBI, the instructor can draw on a range of relevant, meaningful, and engaging activities that naturally increase the motivation of the learner. These activities involve cooperative, task-based, experiential and project-based learning.

<p>8. The opportunity to interact in L2 is central to developing L2 proficiency.</p>	<p>Content provides the basis for activating both cognitive and the interactional processes that are the starting point for second language acquisition. In the classroom, communicative interaction through content proceeds language skills. Dialogic talk facilitates learning of both content and language. In addition, scaffolding plays the role of an interaction between the instructor and the learners and among the learners.</p>
<p>9. Instruction must take account of individual differences in learners.</p>	<p>CBI researchers warn that some learners may not find this “learning by doing” school of pedagogy to their liking and may therefore be less than ready and willing participants in CBI courses. Some learners may be overwhelmed by the amount of new information in their CBI courses and may need additional support. Learners are expected to process language consciously and intuitively.</p>
<p>10. Instruction should take account of the fact that there is a subjective aspect to language learning.</p>	<p>A goal of CBI is for learners to become autonomous so that they understand their learning process. Furthermore, most CBI courses anticipate that learners will support each other in collaborative modes of learning. No account is taken of this; content-driven CBI focuses on content learning in L2, while language-driven CBI focuses on language learning using content.</p>
<p>11. In assessing the proficiency of learners, it is important to examine free and controlled production.</p>	<p>In content-driven CBI, learners are assessed for content mastery. On the contrary, in language-driven CBI, they are assessed for language skills/proficiency. Other than that, this is taken of this.</p>

V. Lesson plan

The lesson plan that follows is based on USA Learns, 2nd English Course, #1 Workers and the Workplace, Unit 1 Job and Career Advancement. To complete the unit, the lesson plan calls for three lessons.



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Lesson Plan 01–03

Instructor/Teacher's Name:

Part 1: General Description

Type of Course	<ul style="list-style-type: none"> () General English (x) English for Specific Purposes: Life Skills in the US
Target Audience	<ul style="list-style-type: none"> Age group: 19–22 years old 2nd-year university students whose major is business administration English proficiency level: High elementary to low intermediate Class size: 20 students
Classroom Equipment	<ul style="list-style-type: none"> 40 PCs, a white projector screen, a projector, sound equipment for the projector, and a whiteboard
Lesson Aims	<ul style="list-style-type: none"> Help students learn four skills through the USA Learns. Help students learn some issues about workers and the workplace.
Learning Objectives	<ul style="list-style-type: none"> At the end of this lesson, students should be able to: <ul style="list-style-type: none"> Use four basic skills. Act accordingly in various work-related situations.
Assumptions	<ul style="list-style-type: none"> Although students know some phrasal verbs, such as “take off” and “give up,” they do not know the basic grammatical structures or how to use them. Students do not know separable phrasal verbs or how to use them. Students learned how to use Corpus of Contemporary American English (COCA) in a previous lesson. The class size does not affect this lesson because the class is conducted in a computer room where 40 PCs are available.
Assessment	<ul style="list-style-type: none"> Formative Assessment: The teacher assesses students' learning progress by monitoring their performance during activities and having them answer fill-in-the-blank and listening questions. Summative Assessment: The teacher assesses the students' achievement using the review assignments.
Class Time	<ul style="list-style-type: none"> 90 minutes



Resources (And Links)	<ol style="list-style-type: none"> 1. USA Learns, 2nd English Course, #1 Workers and the Workplace, Unit 1 Job and Career Advancement, https://www.usalearns.org/. 2. Introduction & Vocabulary — Let’s watch https://www.youtube.com/watch?v=Y9dzLPP6kQM 3. Story Start-Up — Let’s watch https://www.youtube.com/watch?v=RSd_y4p1Ebk 4. Life Skills: Ways to Find a Job — Let’s watch https://www.youtube.com/watch?v=XpKjYX3xx8c 5. Grammar — Let’s watch https://www.youtube.com/watch?v=R5yQ7InPTG8 6. Making Choices — Let’s watch (A), https://www.youtube.com/watch?v=mahvIEvijz 7. Making Choices — Let’s watch (B), https://www.youtube.com/watch?v=mSavm1XYb6E 8. Review and Assessment — Let’s watch https://www.youtube.com/watch?v=Hzweyn8mxs
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Part 2: Lesson Plan

Timing (minutes)	Stages	Interactions Students (Ss)/Teacher (T) T/Ss Ss/Ss	Aims
0	Before the class T puts on a song.	T	T builds a safe environment for Ss. Ss log into the website.
1 4 5	Warm-up (with the music in the background) <u>Step 1 (10 min): Class Introduction</u> a) T introduces today’s theme, Unit 1: Career and Job Advancement. b) T explains the situation of the main character Alejandro Cordero. He is an unhappy busboy who works for a difficult and unfair restaurant owner. After experiencing the disappointment of missing a promotion, he must decide whether he should apply for the assistant manager position in another restaurant and risk the possibility of another disappointment. c) T asks Ss what they would do if they were him. A few Ss answer something like, “I would quit the job,” “I would endure the situation,” and “I would ask my friends for advice.’	T/Ss Ss/Ss, Ss/T	Ss become interested and know the topic of the lesson.
1 2	Body <u>Step 1 (20 mins): Introduction & Vocabulary</u> 1. Let us watch a) T explains that you can say what you want and like at the end of the class. b) T plays a video clip, Let’s watch, without closed captions. (Resource 2, 1’36”).	T/Ss T/Ss	Ss learn the grammatical goal of this lesson. Ss understand today’s theme via the video clip.



2	c) T plays the video clip again with closed captions, this time.	T/Ss	Ss deepen their understanding of it.
2	2. Learning Goals a) T clarifies that the learning goals are to learn how to find a job or get a better job and how to use the verbs want to, need to, like to, and hate to.	T/Ss	Ss learns the two learning goals.
2	3. Learn new words a) T asks Ss to see 9 new words and their definitions.	T/Ss	Ss learn the definitions of new words.
2	4. Definition Match a) T asks Ss to complete 9 vocabulary quizzes.	T/Ss	Ss learn the meanings of new words.
2	5. Listening Match a) T asks Ss to complete 9 listening quizzes.	T/Ss	Ss practice listening skills.
2	6. Say it! a) T asks Ss to complete 9 speaking practices.	Ts/Ss	Ss practice speaking skills.
2	7. Spell it! a) T asks Ss to complete 9 spelling quizzes.	T/Ss	Ss practice spellings.
3	b) T asks Ss if there are any questions. T adds an explanation about the pronunciations/meanings of new words.	T/Ss	Ss learn "want," "need," "like," and "hate" + infinitive verb form. Ss understand that the character hopes for a promotion.
	Step 2 (25 minutes): Story Start-Up		
3	1. Listen to it! a) T asks Ss to complete 10 listening quizzes listening to the edited short clips.	T/Ss	Ss reinforce their listening skills.
3	2. Getting Ready a) T asks Ss to read/listen to Getting Ready and understand it. Question: What job in the restaurant does Alejandro want? ->See 5. What did they say?	T/Ss	Ss read/listen to the sentences and understand the drama situation.
2	b) T asks Ss if there are any unfamiliar words in the paragraph.	T/Ss	Ss ensure that all words/phrases are familiar.
3	3. Let us watch a) T plays a video clip, Let's watch, without closed captions. (Resource 3, 2'50").	T/Ss	Ss understand the drama situation via the video clip.
3	b) T plays the video clip again with closed captions, this time.	T/Ss	Ss understand the drama situation more.
6	4. Comprehension check a) T asks Ss to complete 10 comprehension quizzes. T looks around the class and answers any questions Ss might have.	T/Ss	Ss deepen their understanding of it.
3	5. What did they say? a) T asks Ss to complete 6 additional comprehension quizzes. ->Answer: He wants to be the new assistant manager.	T/Ss	Ss try hard to match their comprehension.
2	b) T answers any questions Ss might have.	T/Ss	Ss strengthen their knowledge by asking questions.



	<p>Step 3 (15 mins): Vocabulary Part 2</p> <p>1. Learn New Words</p> <p>3 a) T asks Ss to see 11 new words and their definitions.</p> <p>2. Definition Match</p> <p>2 a) T asks Ss to complete 11 vocabulary quizzes.</p> <p>3. Listening Match</p> <p>2 a) T asks Ss to complete 11 listening quizzes.</p> <p>4. Say it!</p> <p>2 a) T asks Ss to complete 11 speaking practices.</p> <p>5. Spell it! T asks Ss to complete it.</p> <p>3 a) T asks Ss to complete it.</p> <p>3 b) T asks Ss if there are any questions. T adds an explanation about the pronunciations/meanings of new words.</p> <p style="text-align: center;">Lesson 1 ends here.</p>		
	<p>Step 4 (35 minutes): Life Skills: Ways to Find a Job</p> <p>1. Listen to it!</p> <p>2 a) T asks Ss to complete 10 listening quizzes listening to the edited short clips.</p> <p>2. Getting Ready</p> <p>2 a) T asks Ss to read/listen to Getting Ready and understand it.</p> <p>Question: What are two ways to find a new job? ->See 4. Listening</p> <p>3 b) T lets Ss in pairs discuss the question, "What are ways to find a new job?"</p> <p>3 c) Each pair of Ss shares their answers with the class.</p> <p>3. Let us watch</p> <p>2 a) T plays a video clip, Let's watch, without closed captions. (Resource 4, 2'02").</p> <p>2 b) T plays the video clip again with closed captions, this time.</p> <p>4. Listening</p> <p>2 a) T asks Ss to complete 5 things she talks about. Answer: job agency, job counselor, newspaper classified ads, talk to family and friends, and Help Wanted signs.</p> <p>5. Who said it?</p> <p>2 a) T asks Ss to complete 7 "Who said it?" questions.</p> <p>6. Reading</p> <p>4 a) T asks Ss to read/listen to the text about ways to find a job.</p> <p>2 b) T asks Ss if there are any questions. T adds an explanation</p>		



	about the pronunciations/meanings of new words.		understanding.
3	7. Reading Comprehension a) T asks Ss to complete 10 True/False questions. T looks around the class and answers any questions Ss might have.	T/Ss	Ss understand the ways to find a new job.
2	8. Vocabulary of Job Advertisements a) T asks Ss to look at the table on the screen.	T/Ss	
5	9. Job advertisement activity a) T asks Ss to listen to 10 questions and answer them.	T/Ss	Ss understand how the job ad vocabulary is abbreviated. Ss learn how to answer the questions correctly using a job ad.
1	10. Dictation a) T asks Ss to complete a dictation.	T/Ss	Ss engage in dictation.
	<u>Step 5 (40 min): Grammar</u>		
	1. Let us watch		
3	a) T plays a video clip, Let's watch, without closed captions. (Resource 5, 2'29")	T/Ss	Ss review the grammar points: want/like/need/hate to.
3	b) T plays the video clip again with closed captions, this time.	T/Ss	Ss deepen their understanding of it.
	2. Say it!		
3	a) T asks Ss to complete 4 speaking practices.	T/Ss	Ss practice listening and speaking.
	3. Lesson: want to, need to, like to, hate to		
3	a) T gives a short lecture on the grammar issue.	T/Ss	Ss learn to make present-tense sentences.
2	b) T asks Ss to complete 2 present tense quizzes.	T/Ss	Ss participate in the quiz.
	4. Practice		
3	a) T asks Ss to practice 10 sentences using "want to, like to, need to, and hate to."	T/Ss	Ss learn how to use "want/like/need/hate to."
	5. Dictation		
6	a) T asks Ss to complete four dictations.	T/Ss	Ss participate in dictations.
	6. Write about it!		
8	a) T asks Ss to follow the direction, "Write four sentences about yourself."	T/Ss	Ss engage in writing.
4	b) T lets Ss in pairs discuss the question, "What do you like to do?" "What don't you like to do?" "What do you need to do?" "What do you hate to do?"	Ss/Ss	Ss in pairs discuss the question.
5	c) Each pair of Ss shares their answers with the class.	Ss/T	Ss express their opinion.
	Lesson 2 ends here.		
	<u>Step 6 (51 min): Making Choices</u>		
	1. Getting Ready (A)		
3	a) T gives a short lecture on the paragraph.	T/Ss	Ss become familiar with some unknown words/phrases.
3	b) T asks Ss to read/listen to Get Ready and understand it.	T/Ss	Ss understand the situation of drama.
3	c) T asks Ss in pairs to think about the question "What future	Ss/Ss	Ss in pairs discuss the



	will Alejandro have if he does not leave his job at Cosmo's restaurant? Will he ever get a promotion?"		question.
2	d) Some pairs share their answers with the class.	Ss/T	Ss express their opinion.
	2. Let us watch (A)		
3	a) T plays a video clip, Let's watch, without closed captions. (Resource 6, 2'06').	T/Ss	Ss understand the drama situation via the video clip.
3	b) T plays the video clip again with closed captions, this time.	T/Ss	Ss deepen their understanding.
	3. Completion check (A)		
4	a) T asks Ss to complete 11 comprehension quizzes. T looks around the class and answers any questions Ss might have.	T/Ss	Ss check their comprehension.
	4. Get Ready (B)		
2	a) T gives a short lecture on the paragraph. Question: Why does Alejandro go to Mrs. Gilmore's office? ->See 6. Comprehension Check B	T/Ss	Ss understand the situation of drama.
2	b) T asks Ss to read/listen to Get Ready and understand it.	T/Ss	Ss understand the drama situation via the video clip.
	5. Let us watch (B)		
1	a) T plays a video clip, Let's watch, without closed captions. (Resource 7, 0'41').	T/Ss	Ss deepen their understanding.
1	b) T plays the video clip again with closed captions, this time.	T/Ss	Ss check their comprehensions.
	6. Comprehension Check B		
1	a) T asks Ss to complete one comprehension quiz. Answer: to fill out a job application and talk about the job.	T/Ss	Ss choose the correct answers.
	7. Say it!		
2	a) T asks Ss to complete 5 speaking practices.	T/Ss	Ss practice their speaking skills.
	8. Write about it!		
12	a) T asks Ss to follow the direction "Write about a time you applied for a new job." (Note: Pretend that S is Alejandro and answer the questions.) T advises Ss to review "Life Skills: Ways to Find a Job — Reading."	T/Ss	Ss engage in writing.
4	b) T lets Ss discuss the answers.	Ss/Ss	Ss in pairs discuss the question.
5	c) Each pair of Ss shares their answers with the class.	Ss/T	Ss express their opinion.
	Wrap up <u>Step 7 (16 min): Review and assessment</u>		
	1. Match game		
3	a) T asks Ss to match the 6 pairs of pictures and words.	T/Ss	Ss reinforce their vocabulary.
	2. Let us watch		
1	a) T plays a video clip, Let's watch, without closed captions. (Resource 8, 0'44').	T/Ss	Ss understand the drama situation via the video clip.
1	b) T plays the video clip again with closed captions, this time.	T/Ss	Ss deepen their understanding.
3	c) T adds explanations using the video clip and its transcript.	T/Ss	Ss review the unit briefly.
	3. Learning log		
1	a) T asks Ss to complete it.	T/Ss	Ss make sure what they learned.



6 1	4. Unit Test a) T asks Ss to complete 16 questions. b) T asks students to submit their work. Lecton 3 ends here.	T/Ss T/Ss	Ss review the whole unit. Ss make sure that they submit all their work.
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Part 3: The complete and ready-to-use materials

VI. Conclusion

Using usage-based language learning as a complex, dynamic adaptive system facilitates a new understanding of L2 teaching. Teaching a second language entails creating increasingly complex meaning-making contexts in which students can use their cognitive and other abilities to broaden their repertoires (Hall, 2019).

USA Learns is designed according to usage-based language learning in many parts. For example, it includes numerous activities and materials that ensure frequency, prominence, and patterns. Comprehensible input promotes learners' skills as learners progress. CBI meets many of the instruction principles in language learning, and a CBI-based lesson plan can help learners develop L2 skills.

However, the fact that the tool is built so that learners can learn the materials autonomously results in a lack of communicative learning among learners or with the instructor. This disadvantage is alleviated most effectively with the instructor's interposition in the classroom. In conclusion, the balance between learners' autonomy and the instructor's interposition is one of the main issues the instructor must resolve.

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