TEACHING ENGLISH THROUGHOUT CONTENT-BASED INSTRUCTION TO EFL BEGINNERS AT A LANGUAGE INSTITUTE IN PEREIRA

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RESUMEN

El siguiente estudio tiene como objetivo encontrar qué es percibido en el proceso de implementación de la enseñanza del inglés a través de contenidos significativos (Content-based instruction), además de describir las diferentes reacciones por parte de los participantes hacia la ejecución de la metodología. Adicionalmente, otro objetivo del proyecto es observar cómo la enseñanza del idioma puede ser adaptada con el fin de instruir tanto contenido como lenguaje de una manera balanceada. El proyecto de investigación fue desarrollado en una universidad pública ubicada en el área cafetera de Colombia; durante la realización del curso se contó con la participación de veintitrés estudiantes, de los cuales seis de ellos fueron la base para el análisis de los datos recogidos. Los estudiantes fueron expuestos al aprendizaje del idioma a través de contenidos o temas significativos relacionados con impacto social, para así incrementar factores como, la motivación y el efectivo desarrollo de la lengua. Los resultados obtenidos revelaron que los estudiantes se sintieron altamente motivados y retados hacia la utilización de la metodología; en la entrevista final los participantes expresaron que apreciaron mejoramiento tanto en el desarrollo del idioma, como en el contenido, porque lograban realizar exitosamente las actividades propuestas en clase. Finalmente, la profesora-investigadora consiguió encontrar un balance entre la enseñanza de la lengua y del contenido.
ABSTRACT

The present study aims to find out what is seen in the process of implementation of content-based instruction, as well as to describe participants’ reactions towards the execution of the approach. Another objective of the project is to observe how language teaching can be adapted in order to instruct content and language objectives in a balanced way. The research project was carried out in a public university located in the coffee area of Colombia, with twenty three participants throughout the lessons, where six of them were the focus participants during the study. Learners were exposed to English learning through meaningful content or topics related to social awareness, in order to improve motivation and an effective language development. The results obtained revealed that learners felt highly challenged and motivated towards the strategy; learners expressed in the final interview that they sensed improvement in language and content development, because they were able to perform the activities proposed successfully. Finally, the teacher-researcher was capable of teaching language and content keeping a balance between the two of them.
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INTRODUCTION

Language learning and teaching methodology has been a great concern in the language field; the following study was the inspiration of a doubt on how to teach English differently. The strategy explored in the study was content-based instruction which is an approach where English is taught through specific content or topics related to learners’ interests and needs, in order to motivate and allow students to interact about real life issues in the target language.

In the first chapter of the study, it will be explained the reasons why the research was conducted, in order to provide arguments on why the project is important for the language teaching field, specifically in the Colombian context, and the internal motivations for the researcher to develop the investigation. Finally the research questions are presented in order to describe the objectives of the procedure.

In the second part of the study, it is explained the different definitions related to Content-Based Instruction (CBI), the three models proposed by CBI and the proposal of the model which was chosen for the project, with the necessary arguments about the reasons why the model was chosen. Additionally, a discussion among different authors is presented in order to support or contrast
ideas about the research project. Finally, current and similar projects are presented to support the idea of this study; the complete session is called literature review.

In the following session, the methodology applied in the study is explained, this session includes: the context, where the project was developed and why; the participants, why were they chosen and what were their characteristics in terms of age, quantity and language development; the researcher’s profile, it means the different roles played by the researcher; the instructional design, it means a sample of a complete lesson plan developed, with language and content objectives and the tasks proposed; the data collection methods, the different tools used in order to answer the research questions, some methods were: video-tapes, researcher’s journal, interviews, questionnaires, and class discussion. Finally, the data analysis is explained methods used in order to examine what it was found in the study.

In the third part of the study, it is explained the findings found in the project, those findings aim to answer the different research questions presented in the study. Those findings are also confronted through a discussion with authors who support or disagree with the results found in the study. Those authors are taken from the literature review.
Additionally, it is described the different research and instructional implications of the study; the research implications have to be with the difficulties and achieves during the project in terms of the design of the lessons, the material used, the necessary authors to base the thesis, and the writing process. The instructional implications have to be with the weaknesses and strengths when guiding the classes, organization of the lessons, and pace of the process.

To finish, the limitations found throughout the project, that is the difficulties faced as researcher and teacher during the design, implementation and analysis of the study, and the possible further research that can be developed in future studies. At the end, it is presented the conclusions, after analyzing the findings; the teacher took the research questions and answered them by giving the final conclusions taken from the project.
1. STATEMENT OF THE PROBLEM

“The ultimate goal we foreign language teachers Should have for our students is that they spread the wings, Leave the nest, and soar off on their own toward the horizon. CBI is a way of showing our students how to can fly” Stryker and Leaver (1997)

To begin with, content-based instruction (CBI) has been perceived as a new phenomenon in the language teaching field, “since early 1980s content-based instruction has been growing in research and in interest as a language teaching approach” (Met, 1999). Although, CBI has had a lot of research, only by this time schools and universities have started to consider the approach as a useful tool for teachers and learners, in order to develop language skills and content skills (Stoller & Grabe 1997).

Throughout time, different methods, and approaches to language learning have been implemented with the intention of improving students’ affective and cognitive aspects of language learning; some of the most popular methods or approaches are: direct method, grammar translation, audio-lingual method, and some others. However, the use of the relatively new approach, content-based instruction has become more popular because of its double function of language learning and content learning. This method has proposed a different issue that language teachers and other methods had never taken into account, the use of subject matter for foreign language teaching purposes (Snow 2004).
In Colombian context, applying content-based instruction classes could be a very difficult task because it is necessary to prepare teachers to teach using the strategy; this means that extra work is required to teach language and content at the same time keeping a balance. According to Tim Murphey (1996) “there may be few content area specialist who also speak or are willing to teach in, the target language, and there may be few language teachers who have experience in content teaching”.

According to Lineamientos Curriculares del Inglés (LCI) which offer a general background about the way how English area is taught in Colombia, some suggested methodologies for language teaching are: communicative approach, total physical response, natural method, task based teaching, and content-based instruction; with those methods language teachers can have flexible methodologies to implement in their classrooms. Being CBI one of the methodologies proposed by LCI, the project was focused on this approach, because according to LCI the acquisition of new knowledge is as fundamental as the acquisition of language.

In addition, the project from Ministerio de Educación Nacional (MEN), called plan de mejoramiento en lenguas extranjeras proposes that, students should be ready for a globalized world to communicate in another language, in this special case, English language. “lograr ciudadanos y ciudadanas capaces de comunicarse en inglés, de tal forma que puedan insertar al país en los procesos de comunicación universal, en la economía global y en la apertura cultural, con estándares internacionalmente comparables”. In other words, what MEN goals at
is, to gain citizens who are able to communicate and be competent in a globalized world to create connections between the country and the planet. From the quotation before mentioned, the researcher doubted about, how could learners seek the goal if English teachers did not teach them how to communicate meaningfully in a foreign language? How did we expect that students speak about economy, culture if they did not know how to do it? Therefore, it was necessary to implement CBI in order to develop such competences which are necessary in today’s world.

Being contextualized with Colombia’s policies and perceptions towards CBI, and the world wide necessities; the issue in language learning and teaching that was conducted in the research project was, the use of content-based instruction throughout theme-based model in teaching English to EFL learners, where language and content were taught at the same time, and the content was used as a via to improve not only students’ language proficiency, but also worldwide content where the students’ needs and interests were taken into account.

The researcher’s interest in CBI came from her own experience as a learner and as a teacher; because she became aware that throughout eight years her language teachers had used grammar translation and direct method in order to teach the language. Therefore, the researcher in her teaching practice also implemented those methods to teach English; because those methods were the reference she had to teach. In addition, she perceived that for some learners, grammar translation had become the mean to learn languages, this meant that a
different method could be perceived as problematic, since it was possible that learners were not ready to face different strategies; this situation could happen because students were used to a traditional form to learn English, and learners could feel confused by not only the language issues they had to develop, but also because of the content which was presented in the target language. Drawn from the book approaches and methods in language learning (2001 p.210) “some students are overwhelmed by the quantity of information in their CBI courses and may be flounder. Some students are reported to have experienced frustration and have asked to be returned to more structured, traditional classroom”.

On the other hand, it is argued why exploring CBI is important for the language teaching field in Pereira. First of all, teachers should start to implement a different methodology in which not only language itself is important, but also the development of interesting topics and content in order to involve and motivate students' learning and understanding of the new language. To support the above mentioned, D’Anglejan and Tucker, (1975) Cited in Approaches and methods for language teachers (2001 p. 210) “Language learning is also believed to be more motivating when students are focusing on something other than language, such as ideas, issues and opinions. The student can most effectively acquire language when the task of language learning becomes incidental to the task of communicating with someone… about some topic…which is inherently interesting to the student”.
In second place, meaningful content could provide better input to students so that they were able to use the language and communicate productively. According to Krashen (1984) cited in Mcdougald (2009 p.45), “second language acquisition occurs when the learner receives comprehensible input, not when the learner is memorizing vocabulary or completing grammar exercises”. As a complementation towards Krashen’s proposal, Swain (1985) cited in Nunan (2004 p. 14) suggests that “in order to develop communicative competence, learners must have extended opportunities to use foreign language productively”. The authors support the proposal of the project because as stated above, learners needed productive input, contextualized scenarios and interesting topics in order to have meaningful output.

In third place, taking into account students’ needs and interests, teachers can provide a more comfortable and flexible environment for learning, and a more interesting and communicative relation between teachers and students. According to Vigotstky’s (1968) theory about the zone of proximal development, in which “learners are assisted by the teachers or more capable peers in their development and inner speech” learners have a cooperative and meaningful work where they also have an active role of their language development, as proposed by CBI learners are the center of learning.

In fourth place, it was intended to find out how English teachers could integrate, the teaching of a language and the teaching of content; and that both, language and content could be comprehensible and effective for learners. Drawn
from Stryker and Leaver (1993) Cited in Met (1999 p.2), state that CBI anticipates a change in typical roles of language teachers. Instructors must be more than just good language teachers. They must be knowledgeable in the subject matter and be able to elicit that knowledge from their students. The assumption before mentioned portrays a challenge for teachers, because they need to develop language teaching skills and content teaching skills in order to use the strategy well.

In fifth place, it was planned to observe the reaction of students in the implementation of content-based instruction in their language classes in order to check the different advantages and disadvantages of the approach. According to Stryker and Leaver (1993) Cited in Met (1999 p.2) “students need to be prepared both psychologically and cognitively for CBI and, if they are not adequately primed, then Missing schemata need to be provided or students need to be kept from enrolling until they are ready”. The approach may have been new for most of the learners, hence some participants may have found it interesting and some others may have found it boring or confusing.

To conclude, besides teachers’ and students’ roles in the use of the approach, it was also relevant to find out what sort of topics or contents could be addressed with the students, if the content used was either academic or an isolated interesting topic. Moreover, the material required for the lessons and the kind of activities used. According to Genesee (1994) Cited in Hardman (2009 p.23), “content need not be academic; it can include any topic, theme or non
language issue of interest or importance to the learners”. Meanwhile, Crandall and Tucker (1990) Cited in Hardman (2009 p.21), suggest that, “CBI should integrate the topics or tasks from subject matter classes (e.g., math, social studies, geography) within the context of teaching a second/foreign language”.

In brief, in this project, it was intended to investigate what was observed in the process of application of CBI in foreign language learners; the role of the teacher in the implementation of theme-based model, the response of the students to the new approach, and the type of content used in the classes. The setting in which the research was developed is a language institute whose students are beginners in language learning.
2. RESEARCH QUESTIONS

Main questions

This research idea comes from the following major questions:

1. What is observed throughout the process in the application of theme-based model in foreign language beginners at a language institute in Pereira-Risaralda?

2. To what extent can EFL teachers adapt their language teaching to theme-based model in order to have a balance between meaningful content and language objectives?

3. What is the reaction of EFL beginners at a language institute to the implementation of theme-based model in the language classes?
3. LITERATURE REVIEW

The way in which this lit review was made could be different in structure from any other literature review. Thus, it has been decided to focus the literature review in five main areas, which for the researcher are particularly important for this project and clear for the readers: (1) problem statement, (2) what content-based instruction is, (3) models, (4) Language learning/teaching theoreticians and content-based instruction, (5) Current findings supporting content-based instruction.

To begin with, Content-based instruction is a relatively new approach in the language teaching field, Tim Murphey (1996) States that throughout time, researchers have been interested in the topic because of its double function in language learning, “Meaningful language” and “Meaningful content”. According to Curtain, (1995) and Met, (1991), Cited in Hardman (2009 p. 22) “second language acquisition increases with content-based language instruction, because students learn language best when there is an emphasis on relevant, meaningful content rather than on the language itself”

On the other hand, it is necessary to highlight that the importance of learning a foreign language in Colombia has increased since the project of plan de fortalecimiento en lenguas extranjeras; educating people in a foreign language is
an issue that worries Colombian government currently because the population should learn a different language, in this case, English language, in order to be bilingual, and to be open to the globalization. According to Ministerio de educación nacional (MEN) “The circumstances make the need of sharing a common language in which international societies can communicate the globalized world”

According to the needs of Colombia to learn English in order to communicate in another language, and to have international relations in different areas of knowledge, such as: Technology, economy, business, education, among others; different issues related to language and content should be taught to learners at school, this means that, not only the language should be taught, but also meaningful content in which students can express meaningfully in another language. Drawn from MEN (2006) “The acquisition of Reading and communicative skills at least in one language” and “The ability of expressing meaningfully in the target language”

With all mentioned above, it is important to adopt a strategy that aids both, teachers and students to make more comprehensible and meaningful the learning of a foreign language, taking into account the circumstances of the country, that is, it is necessary to pay attention to students’ needs and interests. The specific strategy used was, Content-Based Instruction focused on theme-based Model which is the teaching of a content matter or topics, as a mean to develop language skills. According to Snow (2004), “The theme-based model is a type of content
What is content-based instruction?

“Even though content-based instruction (CBI), is gaining popularity and research support in the ESL setting, it is still relatively new in much of the EFL field”, Tim Murphey (1996). In Colombian context Lineamientos curriculares del Inglés and many bilingual schools and universities state that their instruction is content-based. However, according to Tim Murphey (1996), “few teachers have experienced in content teaching”. This means that even though, the institutions say that they apply content-based, there are a few teachers that have experience using CBI.

In the following paragraphs CBI is explained and defined. Throughout history of second foreign language teaching the word content has had different interpretations. According to Snow (2004). Historically, in methods such as grammar translation, content was defined as the grammatical structures of the target language. In the audio-lingual method, content assisted of grammatical structures, vocabulary, or sound patterns presented in dialog form. More recently, communicative approaches define content in an altogether different way.

More recently, another definition of content has emerged as an approach. According to Snow, (1997) “Content, in this interpretation, is the use of subject matter for second foreign language purposes. Subject matter may consist of topics
or themes based on students interest or needs in an adult EFL setting, or it may be very specific, such as the subjects that students are currently studying in their elementary classes”.

Other authors have also related to content-based and in order to clarify the term it was necessary to define it from the point of view of different authors. Drawn from Met (1999), cited by Hardman (2009 p. 3) “the term content-based instruction is commonly used to describe approaches to integrating language and content instruction”, but it is not always used in the same way. For example, Crandall & Tucker (1990), cited in Hardman (2009 p.21) define content as “…an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language” (p. 187). Curtain and Pesola (1994) Cited in Hardman (2009 p.22) use the term in a more restricted way, limiting it to only those “…curriculum concepts being taught through the foreign language … appropriate to the grade level of the students…” (p. 35). Krueger and Ryan (1993) cited in Met (1999 p. 1) “distinguish between content-based and form-based instruction and note that the term discipline-based more appropriately captures the integration of language learning with different academic disciplines and contents”.

There is also a variety of definitions of “content.” As can be seen from Crandall and Tucker’s definition, “content is clearly “academic subject matter” while Genesee (1994) Cited by Hardman (2009 p.23) suggests that content “…need not be academic; it can include any topic, theme or non-language issue of interest or
importance to the learners”. Chaput (1993) cited in hardman (2009 p. 4) defines content as “…any topic of intellectual substance which contributes to the students’ understanding of language in general, and the target language in particular”. Met (1999) has proposed that “…‘content’ in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture”.

Despite of the different definitions and the different ways to conceive the term Content-Based Instruction, all of the programs, models, and approaches that integrate language and content share a common characteristic; students engage in some way content using a foreign language.

To finish, CBI is defined by the researcher; content-based instruction is actually a high-quality strategy for teaching a foreign language because it is taken into consideration learners’ prior knowledge, interests and needs in order to teach another language. Moreover, if it is given to the learners meaningful input, they will produce meaningful output, in other words students will develop a communicative competence that helps not only the foreign language development, but also to strength competences in the native language.
Content-based instruction models

Content-based instruction proposes three different models that can be applied in second/foreign language classes, those models are: Theme-based model, sheltered model, and adjunct model; these models are implemented depending on the population, needs, context, and interests of the learners and the teachers. Brinton, Snow and Wesche (1989) suggest the following: “there are at least three distinct models of content-based instruction that have been developed in the second language instructional setting; these models tend to be found in elementary, secondary, postsecondary, and university settings”.

Theme-based model

Theme-based courses constitute the most common model in CBI thanks to its relative lack of complexity for implementation, as language instructors operate autonomously from the rest of the faculty and there is no demand for organizational or administrative adjustments. According to Brinton, Snow and Wesche (1989) it is necessary to distinguish between what they call “weak” and “strong” forms of CBI, TB courses would constitute the weakest representation of CBI models”. According to this, weaker forms include language courses whose main aim is to develop learners’ communicative proficiency, whereas stronger versions integrate content courses for L2 speakers in non-language disciplines, in which the primary goal is mastery of the subject matter.
Characteristics of Theme-Based model (TB)

✓ In TB, it is a language teacher, and not a subject specialist, that is responsible for teaching content.

✓ The foreign language syllabus in TB courses is organized either around different topics within a particular discipline, or including a number of individual topics associated with a relevant general theme or content area.

✓ Contents or topics have to be chosen to be appropriate to student academic and cognitive interests and needs, content resources, educational aims, and institutional demands and expectations.

✓ The contents or topics in TB must keep coherence in order to have logic in the language and content learning.

✓ TB courses have explicit language aims which are usually more important than the content learning objectives.

✓ TB Integrates all four skills.

Example of a TB model class

This is an example from a class in the Columbia University in which TB was used.

The topic was “contemporary Mexican topics”

The topics included were:
1. History of Mexico
2. The political system
3. Means of communication
4. The Mexican economy
5. Geography and demography
6. The arts
7. Popular culture
8. Us-Mexican relation

The materials used in this class were authentic materials that the teacher adapted to the learners’ language levels and interests, the materials were designed for external language teaching purpose.

**Adjunct model (AL)**

The AL model aims at connecting a specially designed language course with a regular academic course. AL courses are taught to students who are simultaneously enrolled in the regular content course, but who lack the necessary competence to follow the course successfully unless some additional aid is provided. Both the regular discipline and the adjunct course share a common content base, but differ in the focus of instruction: whereas the content instructor focuses on academic concepts, the language teacher emphasizes language skills using the academic content as a background for contextualizing the language learning process. According to Lonon-Blanton (1992) cited in Dueñas (2004 p. 6) “As it is obvious, this model requires a willing interaction and co-
ordination among teachers in different disciplines and across academic units and, for that reason, may be administratively difficult to arrange”

**Characteristics of the AL model**

- The adjunct courses work as support classes for regular subject matter courses, and offer excellent opportunities to develop the academic strategies necessary to cope with real academic content.
- The language component of the course is directly linked to the students’ academic needs and so, they can get help revising notes, writing assignments, preparing for tests, etc.
- The fact that the course deals with real academic subject matter in which students need a passing grade in the parallel courses and helps to increase motivation in terms of mastering both the language and the content.
- These courses are more commonly offered in second language contexts rather than in foreign language ones, although they are also used at international institutions or national institutions using a foreign language as the medium of instruction.

**Example of an AL model class**

1. Teaching biology in Flowerdew (1993) at a university in the Middle East.
2. Teaching history and sociology at the George Fox University in Oregon (US).
Sheltered model (SSM)

The sheltered model was originally developed in Canada at the University of Ottawa, as an alternative to the traditional university foreign language class. “A sheltered content-based course is taught in a second language by a content specialist to a group of learners who have been segregated or 'sheltered' from native speakers” Brinton, Snow and Wesche (1989). The term ‘sheltered’ derives from the model’s deliberate separation of second language students from native speakers of the target language for the purpose of content instruction.

Characteristics of SSM model

✓ It facilitates the development of language abilities for students to meet the course aims; it has to be kept in mind that the overall purpose of SSM courses is content learning rather than language learning, so this model constitutes one of the “strong” paradigms within the general framework of CBI.
✓ SSM courses are typical of second language situations rather than of foreign language instruction.
✓ In sheltered subject-matter instruction, the class is commonly taught by a content instructor, not a language teacher; this content instructor, however, has to be sensitized to the students’ language needs and abilities, and has to be familiarized with the traits of the language acquisition process. Nevertheless, some authors mention the possibility that the instructor may be a language teacher with subject matter knowledge, or an instructor working collaboratively

Example of SSM model

Because the course marries subject content with English for academic purposes (EAP) content, an (EAP) syllabus is written alongside the content syllabus, highlighting skills such as:

Reading: Reading sociology texts to identify main and supporting ideas, examples and details; differentiating between relevant and irrelevant information; skimming and scanning for key ideas; reading, summarizing, and reinterpreting information in diagrammatic form; identifying bias in written text; following the main line of an argument.

Writing: Writing summaries; understanding essay titles; planning essays; writing essays to 1,500-word length; examinations; using sources appropriately and correctly, using exposition and argumentation.

Listening: Listening to one-hour academic lectures and grasping the gist of an aural text with complex language; differentiating between fact and opinion; presenting aural text in a different form.

Speaking and oral interaction: Answering questions and giving information following a lecture; giving opinions; using conversational discourse strategies for interrupting, holding the floor, disagreeing or agreeing, and qualifying; requesting clarification; giving
a short oral summary of main points; giving a 15-minute prepared seminar presentation using visual aids on a sociological topic.

When properly conducted, sheltered courses can offer a very effective approach for integrating language development and content learning for students whose language abilities may not be developed enough for them to progress successfully in demanding content courses designed for native speakers. A problem for the implementation of courses of this kind, however, would be the difficulty to find either content specialist familiarized with the needs and demands of students with limited operational capability in the language of instruction, or language instructors with the adequate background for teaching real content disciplines at university level.

Bearing in mind the assumptions in each one of the models, it will be clarified the reasons why theme-based model was the model chosen as the base of the research project. First of all, in the context where the study was developed, learners are used to a traditional way of learning a language, and theme-based model in the researcher’s point of view could be the less frustrating and difficult model for students to learn because it is not essentially a fully content matter learning, it is instead, a mean in which language teachers can help learners to master language skills and interesting-meaningful content. Second of all, Theme-Based model is designed for foreign language learners, besides the interests and motivation of students depend on the content of the class. In third place, it was one of the less complex models from CBI and it could be applied with any English learner depending on his/her own interest. The fourth and the last reason, the
researcher is not a subject matter specialist. Therefore, it was complicated to apply the other methods in the study.

Although theme-based model is the weakest model from content-based instruction, it was the most accurate for learners with a non-specific purpose of English learning, or for EFL because it is focused on interesting topics or themes that might be important for learners and that are also important contents in general culture. Whereas, the sheltered and the adjunct model, fit with a more specific setting in which learners need to develop a more determined content in English, for example: medicine students, law students, among others. That is the reason why content-based, sheltered, or adjunct model are more used in second language contexts, bilingual schools, universities with English with specific purposes (ESP) students, or language institutions that specify language teaching with different content depending on the students’ employment or academic needs.

Language learning/teaching theoreticians and content-based instruction

According to theories in second/foreign language learning, content-based instruction fulfills the necessary conditions for a successful language acquisition or leaning. According to Krashen (1984), “second language acquisition occurs when the learner receives comprehensible input, not when the learner is memorizing vocabulary or completing language exercises”. Therefore, content-based instruction accomplishes that assumption, because the study of a subject matter makes the input more comprehensible and meaningful for learners, as Krashen highlights, “what rather than
how”. In addition to the comprehensible input proposed by Krashen, there is also a study in Canadian immersion programs, Swain (1985) suggests that “in order to develop communicative competence, learners must have extended opportunities to use second/foreign language productively”, this means that in order to inquire learners to produce meaningful output, they must have meaningful input.

In addition, both theories from Krashen (1984) and Swain (1985) complement each other. Both hypothesis were important in the research project because the cope was to motivate learners to talk about important issues for them in a different language; during my teaching experience I have wondered why students do not speak English, and I have found out that they do not know how to communicate what they want, and what it is important for them in the target language, this situation may happen because the information given is not as meaningful as language teachers think it is. Therefore, it is necessary to provide meaningful input to have productively output.

Going depth to social and philologists issues surrounding content-based instruction; Vigotsky’s (1968) notions of “(1) zone of proximal development, (2) private speech (internally directed speech as strategies for problem solving a rehearsing”. Students in CBI classes have plenty of possibilities to interact and negotiate with the content they are learning in order to communicate with a peer and practice comfortably the knowledge acquired. Another assumption that is important in teaching a language comes from Ausubel, 1983, who proposes in education the concept of “Meaningful learning” where teachers use students’ prior knowledge in order to create a new one,
Ausubel (1983) states that teachers should not take for granted students’ minds, “Their minds are not in Zero”. Ausubel suggests this in general educational field. However, it could also be taken to the language teaching field, where teachers can elicit information from students in order to construct new knowledge and allow students to participate in their own process of learning. Finally, the assumption by Novak (1994) who states that learners choose consciously to integrate new knowledge to knowledge they already possess, that is learners make knowledge meaningful when they relate it with knowledge they already own.

Moreover, Cummins’ (1980-1981) work provides theoretical impetus for considering the integration of language and content instruction. There is a paradigm in which language tasks may be characterized as context reduced or context embedded and in which the tasks addressed through language may be cognitively demanding or undemanding.” Therefore, learners require clear guidance in order to develop the tasks well, and it is also necessary that those activities develop demand a level of difficulty, with the purpose of mastering not only simple daily circumstances, but also an academic background to survive in academic learning contexts.

Additionally, it is important to clarify that CBI aided language development in terms of effectiveness in the learning process; it means that the four skills were fully developed during the implementation of CBI. As said by Brinton.et al (2003) the content development makes the best use of skills in the target language in order to aid learners
to use the content and understand the language significantly. Therefore, language and content were balanced developed and worked.

All the before mentioned about language acquisition and CBI, was important in the research project, because to implement a certain strategy, teachers need to know the learners’ minds, in order to understand what they want and need. Therefore, teachers can create knowledge along with learners. Besides, learners should be ready to face academic language in their professional life. Consequently, English teachers should provide learners contents through which they can improve academic language and knowledge.

Another issue which is important to mention is, the autonomous learning. In CBI the role of the student is student-centered. According to Stryker and Leaver (1997) “One goal of CBI is for learners to become autonomous so that they come to understand their own learning process and take charge of their own learning from the very start”. Thus, the role of the students is to stop being passive, they become involved in their own process and with their own rhythm of learning.

To finish, according to Anderson (1990) cited in Stryker & Leaver (1997 p. 2) “teaching approaches which combine the development of language and content knowledge practice, using this knowledge and strategy training to promote independent learning”. In Colombian context it is difficult to increase autonomous learning, since students are used to receive the whole information and not to have consciousness of
their own process of learning. This special fact was a weakness in the research project. However, in this point I gave special attention and tried to apply different strategies to improve students’ autonomous learning.

**Current findings that support content-based instruction**

In the qualitative study conducted by Tim Murphy (1996) with EFL learners from a state university in Japan, the researcher found that the experience of working with Japanese students and CBI had very exciting findings; they had good results experimenting with them, because participants showed a great amount of development in language and content; even though they had plenty of problems with the administrative part. This finding is relevant to my research because I mean that no matter the context in which CBI is being addressed, it is the way in which the teachers implement it.

Another research study which is relevant to my research project is the project conducted by Corrales & Maloof (2009) where CBI was addressed with medicine students in Universidad Del Norte; they found out that students were more motivated when the language classes were focused on their academic interests, and when they were more useful for them. This project is relevant for my study because it means that in Colombian context it is possible to address CBI classes, it depends on the learners special interests.
On the other hand, a project conducted by Stoller, (2004) in a state school in the USA where 6th grade teachers and students were studied while CBI was applied in the language classes, the researcher found out that teachers did not know how to balance language teaching and content teaching; they taught either language, or content, teachers were not able to balance language and content. This project is relevant in the research because the researcher intends to know how as teacher-researcher it is possible to balance language and content learning in regular language classes.

To finish, another project relevant in my study is a project conducted at Universidad Tecnológica de Pereira by Ortiz and Cruz (2010) in which content-based was conducted to EFL beginners through Colombian culture, and they found out that students felt more motivated when the target language was being united with the native culture and interests, it means that students can also expand knowledge of their culture. This research is relevant to the study because it is directly related to the context being worked and the mode how they conducted the project could be a significant guide for the study.

Finally, the research projects mentioned before were used as influence to argue why the study was conducted. Moreover, a few research studies have been conducted surrounding content-based instruction in Colombia, and specifically in Pereira.
4. METHODOLOGY

To begin with, this study was a qualitative research because it aimed at the discovering in the implementation of an EFL approach in order to see the response of the learners, the implementation of the teacher, and the topics used; this means that in most of the project, the participants were involved and were the focus of the study. In addition, the type of information which analyzed was not counted, it came from the subjectivity of the researcher or the perspectives that she had in terms of the observations and the findings found. According to Wallace (1998) “qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and therefore subjective” Moreover, this research is a descriptive, interpretive, case study for the following reasons:

It was a descriptive study because it described what was seen in the process of the application of CBI in EFL learners, and the process experienced by the teacher. According to Merrian B. (2009) it is a descriptive study because words are used in order to express what the researcher learned about the phenomenon, besides it is likely to have descriptions of the context and the participants. In addition, the data collection methods used in descriptive studies are; participants’ interview, field notes, and video tapes. The assumptions proposed by the authors had relation with the project because in the study it was described every detail concerning the process of the research and the instruments used as well.
It was an interpretative study because based on what it was observed in the application of CBI it was stated if the approach was likely to be used or not. As said by Cresswell (2007) an interpretive research seeks the understanding of the world by subjective meanings of one's experiences in order to construct different perceptions from a phenomenon. What mentioned before, was relevant to the study because based on the findings, the researcher interpreted the data in order to construct an idea about the phenomenon.

It was a case study because it was not generalized that all learners learnt more and were more motivated with CBI. It was desired to observe if in this particular case, the theory applied in the teaching practice. Wallace (1998) the idea is also to generate a hypothesis; it means, did CBI make language learning more interesting and effective for EFL learners?

CONTEXT

This study took place in a private English institution in Pereira, the capital city of the department of Risaralda. This institution was located in one of the most important universities of the city. The university was located in the suburbs of the city with an area of 29,140 hectares, surrounded by natural landscapes; the university has a population of about sixteen thousand students with an academic offer of 37 different programs. The institution provided free English teaching to the university students as a requirement to graduate from their programs. The institution offered sixteen courses which were the
adaptation of the common European framework in order to create its syllabus based on the communicative approach.

**SETTING**

The English institution offered a total 16 courses to university students, as a requirement for graduating from the university; learners were exposed to English at least 5 hours a week in order to guarantee a good exposure to the language. The total of active teachers in the institution was 85, from which many of them had a bachelor in English or learners from the last semesters of the licenciatura program of the university. The institution was adapted to the common European Framework and the main focused was the communicative approach.

**PARTICIPANTS**

Participants were a group of 23 people, from which 6 learners were the focus of the study, the focused participants were selected according to the high attendance they had during the course. All the learners were raced in Spanish-Speaking context where the use of English is not necessary for communication. The six focused participants were university students who were in the first semesters of their programs; they were 3 male and 3 female learners with an average age between 18 and 22. In addition, the pseudonyms given to the participants were: S1, S2... The inclusion criterion of the present study for all learners is that language development is in the early stage, according to the CEFR and the syllabus of the institution learners’ level is A1 in use of language. This is a typical sampling of maximum variation according Miles & Huberman
(1994, p.29) cited in Merriam (1998 p.63) “[…] involve identifying and seeking out those who represent the widest possible range of characteristics of interest for the study”.

RESEARCHER’S ROLE

This study aimed at the process of application of Content-Based Instruction in EFL learners, their response, and the teacher application of the model, and the content, material chosen for the learners. Therefore, the researcher played a dual role of language facilitator for the learners and an observer as participant in order to see learners’ reactions towards the lessons to experience the design and the procedure as an active participant, and a participant as observer in order to know participants and so design an accurate lesson plan. Yin (2003) defines participant-observer is a person who is skilled enough to both participate in-group work and observe group process at the same time.

DATA COLLECTION METHODS

The methods were chosen in order to answer the research questions. In the following, each research question has the respective method to be answered and the arguments why such method is necessary for answering the question.
1. What is observed throughout the process in the application of Content-Based Instruction in foreign language beginners at a language institute in Pereira-Risaralda?

Observations

Taylor-Powell & Steele (1996) agree that observation is a valuable method because it provides the opportunity to gather activities, behavior, and physical characteristics in a document. In order to answer the first research question, observations were to the class in the normal environment of the same. The main focus of the observations was the whole class, the learners, the teacher, the topics, and the environment; these were observed, in order to see what was observed in the process of the implementation of the new approach.

The observations were held through field notes because details from the class needed to be described deeply so as to revise what happened in the process of the class, and every feature in the events of the session. (See appendix 1)

2. To what extent can EFL teachers adapt their language teaching to theme-based model in order to have a balance between meaningful content and language objectives?
Audio-video Recordings

Wallace (1998) states that video recording can make a permanent data of the work done in the classroom, the movements, the gestures and so on. In order to answer the second research question, all the sessions were either audio or video recorded for two reasons. First, it was necessary that the evidence could be readily and available to revise and reflect on. Secondly, since the researcher was both the instructor and the observer; having the audio-video tapes recalled specific aspects that could not be fulfilled through the field notes.

Teacher-researcher’s journal

Ortlipp (2008) considers that a journal is a strategy to facilitate reflection while the researcher is clarifying personal assumptions about his/her experiences. The teacher-researcher kept a journal, in order to write every single detail related to the research process, the ideas and the different modifications that appeared throughout the process of the study. (See appendix 2)

3. What is the reaction of EFL beginners at a language institute to the implantation of theme-based model in the language classes?

Observation

In order to answer the third research question, observations were made to learners as the purpose of seeing students’ attitudes towards class tasks, gestures,
questions, responses, willingness to work and most importantly language use, utterances, pronunciation, sentence structure, and interest on the topics.

The technique used for this observation was field notes so as to examine students’ response to the class.

**Questionnaire**

According to Wallace (1998) we use questionnaires when researchers want to investigate the knowledge, opinions, ideas and experience of learners, other teachers parents or whatever. To answer the question about the reactions from learners, it was necessary to conduct one questionnaire per lesson, so that learners expressed what they thought and felt in terms of language development, content development, and differences with other processes. The questionnaires included open and closed questions and a ranking from one to five to grade the knowledge and satisfaction towards the lesson. (See appendix 3)

**Interview**

Murphy, Dingwall, Greatbatch, Parker, & Watson (1998) cite the idea from Patton (1982) that “interviews are used when the researcher wants to find out something which cannot be directly observed… The purpose of interviewing, then, is to allow us to enter the other person’s perspective.” To answer the third research question, it was necessary to conduct an interview to the learners at the end of the process. This interview was made as a diagnosis to revise the students’ reaction towards the implementation of
Content-Based Instruction at the end; the interview was conducted in Spanish in order to have more reliable information. (See appendix 5)

**Class discussion**

To answer the third research question, a class discussion was addressed before starting the lessons, the instrument was necessary in order to make a diagnose and choose material and contents for the different lessons, the discussion was important because the research is thought to improve learners’ motivation and effectiveness in language learning, the questions were asked in Spanish in order to have a clear idea about students' interests and thoughts. The instrument was an idea of the researcher and the advisor, so that throughout the discussion learners could express what they needed and wanted. Therefore, from that discussion, the researcher took a general idea of the dialogue to start the process. (See appendix 6)

**DATA ANALYSIS**

In order to analyze the data collected in the research project and answer the core questions of the study, it was used the grounded theory (Codifying, grouping, categorizing, and drawing conclusions). The grounded theory as is mentioned by Merriam (1998) who draws from Glaser & Strauss (1967, p.45) are composed from a variety of instruments such as interviews, observations likewise, data are compared with other section of it to determine similarities and differences. In the present study grounded theory’s categories (codifying, grouping, categorizing and drawing conclusions) was the core for collecting the data to obtain answers for the research
questions proposed. The process was divided in the following steps: Firstly, the teacher watched the videos in order to make the observations of the class and fulfill the teacher's journal. Secondly, the interviews and questionnaires were transcribed as to facilitate the process of categorization and coding. Thirdly, the researcher codified the main participants' names, in order to maintain the privacy of the learners, e.g. (QP2.1Q1, I3.5Q7...). After codifying the learners, interviews and questionnaires, main and important ideas were grouped by each data collection method, in order to find commonalities among methods that could be useful for the findings, this session is called triangulation. Once the triangulation was organized with different methods, the researcher extracted the findings according to the categories made.

INSTRUCTIONAL DESIGN

The aim classes had as objective the use of CBI as the base of the lessons. However, the class had the structure of a normal language course; this means that the sessions had the normal stages taken into account when preparing a class e.g. warm up, introductory activity, developmental activity, guided activity, Independ activity and closure.

The study lasted approximately two months. A total of six sessions, with a length of one hour were conducted once a week. Six sessions were conducted in order to have more reliable data and information to make the analysis and have conclusions. It was necessary one session per week to have fresh knowledge and constantly new
information from the process of the students. Moreover, it is important to clarify that the structure of the lesson plans did not change, this means that some activities changed and the topics addressed changed as well.

LESSON PLAN

Objectives: Students will be able to:

✓ Talk about the conflict between USA and Al Qaeda.
✓ Make structured questions in English.

Warm up:

✓ To show some images from Osama Bin Laden and some images from the USA.
✓ The teacher will ask students what they know about the conflict those countries are living.
✓ The teacher will ask students to go around the classroom and talk about issues such as:
  • 9/11.
  • Osama Bin Laden.
  • USA
  • War with Al Qaeda.

Learners will write down other students’ answers.
**Introductory activity:**

The teacher will give students a questionnaire surrounding Bin Laden’s issues with the USA. Students will work in couples and they will write down their answers. Then, some answers will be shared in class.

The teacher will ask students to pay attention to the way how questions are formulated.

**Developmental activity:**

The teacher will give students the text about Osama Bin laden’s dead. Students will be in two groups, A and B. group A is in charge of the first part of the reading and group B is in charge of the second part. They are going to explain to their partners the reading and the unknown vocabulary.

**Guided activity:**

Students will read the text and they will make exercises from it.

- As a second activity, the teacher will put on the board the following questions:

**Do Al Qaeda and USA Problems affect the world?**

**Can they start the 3rd WORLD WAR?**

The teacher will tell students to infer from those two questions, the structure of the questions in English, the teacher will explain briefly that structure, and the teacher will also ask and explain students the different WH questions.
Independent activity:

Students will make an interview to their partners about the war between USA and Al Qaeda.

Closure:

As a closure activity students will be in groups and they will make an interview to weather Iraq Al Qaeda’s group or to the president of the USA. Students will be presented in class.

To finish, “although a substantial amount of professionals’ literature argues for the potential benefits of content-based instruction, limited research exists on how this type of instruction is actually appropriated, understood, and carried out by foreign language teachers” Stoller (2004), this is the main gap which is found in CBI research, Colombian context is not the exception, there is no enough research on the subject matter, and that is a powerful reason why to conduct the research project. (See appendix 4)
5. FINDINGS AND DISCUSSION

5.1 LANGUAGE DEVELOPMENT THROUGH CONTENT- BASED INSTRUCTION

Content-based instruction was the language approach used in this study, because the researcher intended to observe the language development impact of this method in the EFL learners, and the educator’s perceptions towards content-based instruction. CBI (Content-based instruction) is important for this study because it is through significant contents that learners can approach better to the language, motivating themselves to communicate in real contexts and talk about real events that concern their reality, using the target language in a significant way.

This study covered current and relevant information where language and content had the same importance in terms of development. The content selected depended on learners’ interests and needs, those needs were discussed during a session where learners expressed their general interests of important topics for them. The discussion was guided in order to create engaging lessons which could be meaningful for them; the themes used were the following: Global warming, UFO records, Facebook, Osama Bin Laden’s death, and Red meat increases risk of cancer; different aspects of social awareness and controversial issues were covered, for instance: Health, technology, environment, politics, and supernatural events. The prior contents were developed with different activities, for example: Readings, role plays, interviews, questionnaires, classroom conversations, among others.
¿Cómo se sintió usted durante las lecciones recibidas?

S1QL1Q1: Aprendí a interactuar con temas de la realidad y que son cotidianos, por los que debemos estar informados, además de ser una fuente de recursos de aprendizaje del idioma.

This example shows one learner’s assumption about the use of content, this strategy aided him to interact about daily life topics with the target language. Furthermore, he is aware of important society issues from which he is able to talk about. Finally, he states that content can be an instrument for learning another language.

¿Qué contenido le pareció más relevante en su proceso de aprendizaje?

S2I1Q2: Pues temas o sea actualizados, y cotidianos como decir lo de Alka-edo lo que pasó hace como dos meses, lo del facebook, que es una herramienta que uno mantiene usando como a diario, lo de las comidas. De pronto sí, entonces me parece que acá los temas son como más coherentes de acuerdo a la necesidad de nosotros.

This example portrays another learner’s opinion on content, she states that the themes studied in class were coherent to their needs and interests, because they are current issues, pop up news and daily life concerns.

According to Curtain, (1995) and Met, (1991) both agree that second language acquisition is best learnt when there is an emphasis on relevant, meaningful content rather than on the language itself. These two authors support the ideas before mentioned about the use of content in the language classes in order to facilitate the learning and increase learners’ motivation, and willing to communicate in the target
language, because they were able to talk about important issues that were important for them, besides they were focusing on the content in order to use the language. Moreover, Snow (1997) also states that Content is the use of subject matter for foreign language purposes. Subject matter may consist of topics or themes based on students interest or needs in an EFL setting; in this instance, the author supports that the subject matter or content should be directed towards learners’ needs and interests, and that was the purpose of the study, to base the content on learners’ needs so that students could express freely in the language. Furthermore, theme-based model is mainly used in EFL settings; this means that the strategy is intended for the population I worked.

5.1.1 Language awareness because of content-based instruction

Language development is discussed in this part of the study, it means, learners’ skills evolution during the process of the content lessons; learners expressed they sensed increased in vocabulary issues, and language skills such as listening and speaking. These two, were some of the most worked abilities throughout the course, because they had more impact on learners’ difficulties with the language. CBI was a very new approach for learners, because in the final interview, learners expressed that they had never experienced a class where real life content or situations were the basis for learning the language. Therefore, in the first sessions learners felt challenged to understand the new method and vocabulary they normally do not learn in a regular language class. However, learners uttered at the end of the course that the process of language and content development improved enormously and the abilities such as: Listening, Speaking, reading and writing management increased a lot.
There will be portrayed some samples about learners’ vocabulary development.

Califique de 1 a 5 el aprendizaje del tema, siendo uno el más bajo y cinco el más alto. 1  2  3  4  5 ¿Por qué?

QL2.1Q3: [...] Agregamos vocabularios que normalmente en los cursos no se enseñan y en este caso, llegamos a tocar temas que son comunes en la vida cotidiana [...] 

The idea portrayed before, shows a learner’s assumption on vocabulary issues, he states that the vocabulary used during the sessions was different to the one normally used in the language classes. Therefore, they could talk about issues which are more common in daily life.

Portrayed from Brinton.et al (2003) the content development makes the best use of skills in the target language in order to aid learners to use the content and understand the language significantly. This idea supports that content worked as the vehicle to help learners acquire best the language skills; this means that learners used different vocabulary and content to express themselves meaningfully in the target language.

The following example, will state one learner’s assumption towards listening tasks.

¿Qué le aportó la sesión?

QP2.1Q1: Me di cuenta que al escuchar bastantes veces el mismo video y de diferentes pues tipos de diferentes temas, ya uno adquiriría algunos términos que tenían que ver con el tema a tratar y después en algún momento cuando le lleguen a hablar a uno de eso uno ya alcanza como a reconocer lo que quieren decir esos términos. Entonces, pues por ése lado es una ventaja.
This opinion argues the fact that learners could acquire more vocabulary, improve listening and speaking skills through the content and the activities proposed in class.

On the other hand, it is essential to bear in mind that some learners complained about the listening exercises worked in class, because they were very challenging for them since it was difficult to adapt the totality of them. However, the teacher used images and other strategies, so that learners could have a better understanding of the listening tasks. In addition, it is important to clarify that learners expressed they had frustrations with listening skill in other processes. Contrary to the assumption mentioned lines before, some learners expressed they felt improvement in the listening skill. Consequently there was a variety of opinions on listening tasks; with this, it must be added that there were methodological problems with the presentation of listening exercises, because the teacher-researcher was not aware of how to design or guide listening in a better way.

Con respecto a otras estrategias de aprendizaje, ¿cómo sintió esta nueva forma de aprender?

I3.5Q7: Por todo pues, el inglés no se es, pues no se lee ni se escribe igual en cambio el español sí. Ósea lo que usted escribe es igualito. Entonces la pronunciación es muy diferente usted cree que es una palabra y es otra, entonces vuelva y escuche y meta al traductor a ver si lo que usted está haciendo si tiene coherencia o no, entonces es difícil, es muy exigente respecto a eso.

The learner clearly states why it was difficult for her to understand listening exercises in English, she mentions the differences between English and Spanish, and
the difficulty to understand and differentiate the pronunciation of words in order to give coherence to the text.

Drawn from Cummins's (1980-1981) work provides theoretical impetus for considering the integration of language and content instruction. There is a paradigm in which language tasks may be characterized as context reduced or context embedded and in which the tasks addressed through language may be cognitively demanding or undemanding. The author mentioned before supports the idea that depending on the tasks used in the lessons, the input is significant or insignificant. Some of the listening activities during the lessons were context reduced for some participants; it means that the exercises were not guided in a clear way for the learners, while others agreed that the listening activities were context embedded because they were guided in a way they could comprehend what it was requested and communicate with comfort.

5.1.2 The influence of content as a meaningful strategy for language learning

Since content was the base of the lessons, they produced different reactions in the learners, some of them felt motivated with the contents while some others were not interested on them. In one hand, themes such as global warming, produced positive impact because it is a social awareness topic that concerns all the people and take them to reflect upon human’s negative actions to the planet. On the other hand, there were controversial subjects as UFO records and facebook; both topics had a variety of opinions, for instance: Some learners found facebook as the most interesting topic of the
sessions, because they used it every day; while others agreed that since they did not have or like Facebook, they found the theme uninteresting and boring. Although the content worked had diverse perceptions from learners, many of them concurred that being in touch with a globalized world, throughout content they could be informed and use language differently, it means, relate it to the real world.

The significance given to a certain topic depended on how identified learners felt with the theme and how meaningful it was for their lives; learners linked the content learnt directly with daily life events they have knowledge about; learners took content as a pretext to learn about the topic and make emphasis on language learning.

JE2: In today’s lesson I observed that since most of the learners feel related with social networks and use them frequently, they enjoyed the lesson, learners worked motivated all the activities proposed by the teacher and they were very active in the class discussion about the use of Facebook.

The teacher’s perception towards the class was that learners felt motivated with the topic, because most of them interacted through those sites and they wanted to know more about it. Since they were involved with them, it was interesting to share what they thought about it and the way how they used it.

The expert Genesee (1994) Cited in Hardman (2009) states that content needs can include any topic, theme or non-language issue of interest or importance to the learners. The author mentioned previously supports the researcher’s perception during the lesson of Facebook, since the topic had some significance to the learners and they felt motivated to talk and participate actively.
¿Qué opina acerca del tema? ¿Le pareció relevante, interesante o por el contrario, aburrido, desactualizado?

S15QL2Q4: No me interesó el tema del facebook porque me parece muy aburrido y falso.

This learner’s negative opinion on subjects as facebook portrays that even though it was observed that all learners liked and felt motivated with the topic (See journal entry above), there are diverse opinions, and occasionally the information studied is not as meaningful for learners as teachers may think it is.

Conversely, there are other learners who affirmed that facebook was a very interesting issue; drawn from learners’ final interview:

¿Qué contenidos aprendió más rápidamente y por qué?

S2I1Q2: Pues de todos los temas tratados el que más me gusto fue el del facebook, pues porque de pronto es con el tema que uno mantiene en contacto a diario con los amigos.

The sample mentioned before shows a contrary opinion on facebook topic; the learner affirms that it was the theme she liked the most, because she uses the social network and likes it. The two learners’ samples about facebook, represents that controversial issues provoked different reactions on learners, negative or positive and these reactions could be useful in the classes since learners had contrasting ideas of the content and could state their own judgment towards a topic and defend it, this also
involved a critical point of view to the lessons received and created a discussion environment which allowed learners to use the language meaningfully.

According to Novak (1994) learners choose consciously to integrate new knowledge to knowledge they already possess. This postulation supports, how learners relate their daily life knowledge, it means, topics they talk about because the themes are fresh or because they are news which are relevant to them, to the new knowledge they are acquiring, in this case talk about those important topics, create their own critical opinion, give arguments in the new language.

As a wrap up, the finding and the subcategories mentioned before, portrayed how language was developed through the sessions along with the content, the way how the content affected language development and the learners’ opinions on language and content improvement.

5.2 CONTENT-BASED TEACHING METHODOLOGY IN A LANGUAGE COURSE

Language and content development were the main topics of discussion in the finding and categories above, in the current research project, some of the learners and teacher’s perspectives towards language improvement in terms of the four skills were presented, focusing on listening and reading, which were the most affected abilities by the learners; content effectiveness as a support for language learning was also discussed. In the finding in progress, some aspects about the methodology used will be addressed, as well as the reason why theme-based model was the base methodology of the study.
To begin with, this research project had as a stand a model from CBI called theme-based. The model was selected because, first of all, it is proposed for EFL settings, secondly the teachers needed not to be content specialists, and finally the topics chosen can be selected by the teacher, taking into account learners’ interests and needs. Having in mind the reasons why the model was selected, it will be exposed the way how the model was implemented and the necessary procedures during the process.

In the first phase of the process, the researcher had a class discussion with learners and they stated some of the content they were interested in. Therefore, the researcher selected social and controversial topics in order to suit the different interests from learners, those themes satisfied the content learners wanted, and the language focus as well, since the content was the media to empower the language abilities of the learners.

At the beginning of the process, learners and teacher felt challenged with the new approach, as learners and the teacher had never experienced a content-based class, as expressed by students: “Another method of study which had very difficult vocabulary”. Besides, some activities proposed were highly demanding in terms of language expression, because learners had an A2 level in English language and they had to express opinions and give arguments in a target language with a high critical thinking topic.

On the other hand, the teacher had the challenge to guide, design and structure a well content-based class. At the end of the process, learners and teacher stated that throughout the classes they felt more confident and comfortable with the approach,
learners could understand and communicate better, and the teacher could guide and structure the sessions according to learners’ necessities, being feasible for learners.

JE1: […] I tried to gather as many information as possible, learners did not know how to answer the questions, because they demand opinions and learners did not know how to structure long sentences with what they meant, they felt confused and bored about the way how the class was guided, they had never experienced an English class like that, I am also concern because I think it is very difficult to guide this class in the way I am doing it.

In the journal entry, the teacher researcher expressed her concern about the non understanding of the topic by the learners, she expressed that learners did not know what to express when question was asked, they were confused and bored, the teacher also felt unmotivated and confused seeing the reaction of the learners.

¿Cómo se sintió usted durante las lecciones recibidas?

I1Q2S1: [...]la diferencia de la primera a la última clase, la última clase por lo menos pues en las lecturas ya mirábamos palabras y subrayábamos palabras y entre todos tratábamos de mirar que era cada palabra. Pues entre el principio y el final. Al final ya comenzábamos a ver eso, entonces eso fue chévere adquirir más glosario […]

In this sample, the learner is expressing how he compares the process at the beginning of the sessions and at the end of them, he utters that when he started, he probably could not understand as many words as he could at the end. Thus, he felt more confident at the end of the process.
Drawn from Brinton et al. (1989) theme-based model offers a great amount of advantages. First, topics can be selected according to learners’ interests and needs and secondly, the content is exploited the maximums to increase language proficiency. This hint sustains learners’ motivation unto the strategy, because even though they felt challenged with the strategy at the beginning, at the end, they could comprehend better and learn faster the language.

The following category will be dealing with learners’ perceptions towards CBI methodology, participants’ thoughts about the strategy itself, the guidance of the teacher and the activities held in class.

5.2.1 Students’ perceptions towards CBI teaching methodology

During the process of the courses guided, learners gave different opinions and assumptions towards the methodology used, the guidance of the teacher-researcher and the type of activities implemented, in order to make a distinction between the new procedure and the ones they had experienced before.

Firstly, learners expressed that the new strategy had been very challenging, since they had to pay attention not only to the language items, but also to the content, which was the base to learn the language; participants agreed that at the beginning, reading, listening or expressing ideas in the target language was very difficult, because they were not able to understand or express unknown vocabulary which was complex for them, even in the first language. However, at the end of the process, the participants
communicated that throughout the courses, they improved, understand and express their ideas with more fluency and they felt a big amount of improvement.

Secondly, the participants talked about the guidance of the teacher, according to their thoughts, the teacher-researcher could lead the course in a way they could understand easily and with confidence, and they also said that she aided them with the probable problems they faced throughout the development.

Thirdly, the participants referred towards the activities proposed for the course; they had the opportunity to have a regular language course and a content course simultaneously, in order to differentiate both processes. For this reason, they based their opinions on the simultaneity of the courses. Learners declared that they had a more active role in CBI classes, because most of the activities had to be performed by them and they could interact with others, besides the topics learners had to deal with, required opinions and judgments, which was even more complex for them, because they were trying to communicate their thoughts according to the readings or videos presented in English language, and they had to report their thoughts in the same language. To conclude, learners felt the challenged with the strategy. However, they adapted and they could perform the tasks as requested.
¿Qué percibe acerca este tipo de estrategia de aprendizaje? ¿Por qué?

I1Q5S1: [...] una buena técnica, una buena estrategia. ¿Por qué buena? Porque la hace más eficiente, porque viéndolo bien si uno adopta esa estrategia, en una semana y uno la adopta pues estudiándola, estudiándola, lo más seguro es que de a dos a tres días uno adquiere esa habilidad. Ya uno sabe entender unas cosas ya en inglés, ya cuando se las dicen no tiene necesidad como de traducirlas ni nada de eso [...]  

This learner assumption towards the strategy portrays what he thinks about it, he states that the strategy is good because it is more efficient in terms of language development; he also states that it is a faster process for learning and he did not need to translate every unknown word he found.

According to Anderson (1990) when learners are exposed to meaningful and coherent information, they have the opportunity to elaborate the information, they enhance knowledge better. Therefore, the production is more meaningful. For this reason, learners perceive the strategy as a more interesting and faster way of learning, because they are creating knowledge and they have a more active role, which motivates them to learn and involve themselves in the process of learning.

2. B Califique de 1 a 5 el aprendizaje del tema, siendo uno el más bajo y cinco el más alto. 1 2 3 4 5 ¿Por qué?

QP2.1Q2: Comparo el proceso con otras clases y me sentí con más confianza y no con miedo y la profesora mostraba interés en que uno como estudiante comprendiera el tema.
Taken from the final questionnaire, the participant is talking about the methodology of the teacher. The learner is expressing that she compared her new process with processes experienced before; the participant is stating that the teacher showed interest towards the learners’ processes during the classes.

A consideration regarding teacher’s methodology is taken from Brinton et al. (1989) according to them, teachers have the responsibility to teach the topic and they must be enthusiastic enough to awake interest from the learners, and to become confident about the knowledge taught. The comments made by the authors, state that the teacher has the accountability to motivate learners to involve themselves actively in the process and to be conscious of their own process of learning.

CD: Es bueno que durante las sesiones trabajáramos actividades que nos envuelvan y motiven a aprender, no es bueno llegar a clase con la misma monótona y aburrida metodología que uno está acostumbrado en las clases de inglés.

Taken from the class discussion at the beginning of the courses, learners also expressed their opinions on the methodology which was going to be used. The sample exposes that learners had expectations towards the new method; they expressed their willing to have a different class where they could be involved in the process of learning a more motivating way. Furthermore, they expressed their unconformity in relation with other processes.
¿Cómo se sintió con respecto al aprendizaje de la lengua y el tema? ¿Por qué?

S1Q1.2: Las actividades facilitaban el entendimiento de los temas, además de la variedad de actividades tratadas, me gustó mucho las conversaciones entre los compañeros y el juego de roles de Al Qaeda.

At the end of the course, in the final questionnaire, learners were able to talk about the activities done throughout the course. Thus, they expressed that the tasks performed in class facilitated the understanding of the topics and they had a great variety. The participant mentions two activities which were used in class, role plays and learners’ conversations.

According to Stoller and Grabe (1997) the typical tasks for a theme-based class include listening to lectures and taking notes, participating in small group discussions, performing reading and writing activities across various genres and practicing test-taking strategies. The activities just mentioned, were used during the course development, in order to increase motivation and state the difference between a regular language course and a CB course. Consequently, according to participants’ opinion, they could find the differences between the instruction and tasks.

In the following lines, it will be explained what happened during the process of designing the material for CBI classes and the implications through the implementation of the same.
5.2.2 Material design for a CBI course

In the subsequent finding, it will be explained the following aspects; the challenges faced during the material design of the CB course, what happened during the implementation of the material and, the participants’ reactions towards the material designed.

Throughout the design and implementation of CBI, the teacher-researcher had to make a deep exploration on how CB classes are held, what kind of tasks are performed, how the skills are implemented, and how to do not include general grammar explanations explicitly in class. Designing CBI material was very complicated, because the researcher had never experienced or prepared that type of class and she did not know how to organize or guide those classes. Consequently, she consulted on bibliographic sources and took examples from other content-based classes being held in other countries, in order to use them as a facilitator to create the classes. Moreover, she had in mind the context and learners who were about to receive the class; also for choosing the topics to be use, she took into account the learners’ general interests and needs conveyed in the class discussion.

In the course of designing the CB classes there were faced numerous problematic. Firstly, the content to be use; the teacher had the difficulty of choosing topics which were highly critical, controversial, and guided towards language learning intentions, to facilitate learners’ attention and motivation.
Secondly, the teacher had to think about the type of tasks to be used in class; she investigated the type of activities held in a CB class and she adapted them according to the population she was working on, besides she created some activities depending on the topic.

Thirdly, how to include the four skills; finding tasks which include the four skills with enough coherence was a challenge, because listening tasks were very complex for learners and adapting listening was not one of the researcher’s strengths. Fourthly, the teacher thought about how to guide the class in content and language learning enriching way; since none of the participants had experienced those classes before, the instructor had to shape the way she taught with the aim of having a good classroom environment with the new approach. In addition, the objective was not to overwhelm learners with information, new vocabulary and new language items, but to improve language learning with the new strategy.

Finally, the teacher-researcher was worried about how to avoid teaching grammar items explicitly; since grammar is one of the most important aspects in a language class, and it is taught by context, but in some occasions it is taught explicitly, the instructor tried to include language objectives without including grammar exercises openly.

After facing and solving the problematic exposed above, the educator implemented the material prepared for the course, in this stage, the teacher also encountered some challenges which were necessary to solve in order to continue and
finish the course successfully. Those problems were; time management, during the classes the activities took longer than the teacher expected, because learners needed more time for reading or for discussing questions. Thus, the teacher had to control the time to be able to complete the required activities in the time specified. Another problem was the difficulty of the tasks, at the beginning of the process learners felt confused and surprised with some activities, because they were unusual for a language class. Therefore, they took longer time to comprehend and develop the tasks, and the teacher needed to be clearer with the instructions and provide examples in order to transmit confidence to the learners and do not permit any kind of frustration.

Another issue was the unknown vocabulary, learners could not complete successfully a task if the complex vocabulary did not allow them to continue and understand what they intended to do. Hence, we had to recycle vocabulary in each session and use it, in order to get used to it and apprehend it.

Finally, the teacher faced a problem with the presentation of grammar in the CB classes, since she was used to present it in a contextualize way in the regular classes; she exposed grammar at the beginning of the CB classes, because she felt the necessity of teaching it. However, in the progress of the classes she avoided the use of grammar to follow the characteristics of the approach.

JE: It is quite challenging to find suitable activities, materials and topics for the sessions, I need learners to enjoy, understand and learn about the content and language, but I have to adapt and create materials for them. In special I have had problems finding nice listening activities for learners, they have frustrations with
this skill and I have to find the way to teach it well. I have many expectations for the first session.

In the journal entry, the teacher expresses her concern about the challenge finding the correct activities and topics for the course, she emphasizes on listening skill which for her was one of the most difficult for learners and one of the most complex for her to teach.

JE1: The first session was frustrating for me and I think it was frustrating for learners as well. At the beginning, I was asking some questions about a video and they could not answer, they felt scared. Then, I presented grammar aspects, which I think it was a bad idea; I sensed them very confused about that […]

In this sample, the teacher expresses her frustration in the first class, she explains how, at the beginning of the class learners did not answer some questions about a video, and she also states that she taught grammar explicitly which confused learners even more.

Stoller and Grabe (1997) present a systematic framework for theme-based instruction which is called *Six T's Approach*, it is the organization and correct selection of content and language activities in order to use theme-based well. Some of the proposals related to the project are:

Firstly, the selection of appropriate themes for learners; to select themes which were appropriated and interesting for learners, the researcher conducted the class discussion to know in advance what they needed and then she selected the themes
which she considered were appropriate for learners, taking into account the opinions given by the participants.

Secondly, the texts, it means the readings and videos used in class; the researcher selected the readings and adapted them to the participants’ level of proficiency. Otherwise, the videos were more challenging, because it was difficult to adapt listening material to the level that the learners had. However, other strategies such as images were used to help learners’ understanding of the audios.

Thirdly, the tasks, the activities to teach both content language; to select the activities the researcher investigated other content-based lesson plans in order to guide and have a clearer idea of how to organize the lessons, besides she knew learners’ interests on the tasks they liked and enjoyed.

Finally, the threads, it is the linkages used for giving coherence to the language topics and content; the process to make balance and coherence between content and language issues a difficult task, because the content was selected according to the language objective of the lesson. Therefore, the researcher selected content that could be related to the language issue to be presented in class.

The structure of the *Six T’s Approach* presented before, was used in the study in order to create, design and adapt the lessons with the purpose of guiding a better CBI class.
Having discussed the challenges for the design and implementation of the CB course, we have now the learners’ perceptions towards the material implementation and the tasks presented in class. The participants talked about the materials because they were asked to think about the material during the lessons, in order to gather information from them and know whether if the material was enjoyable, enriching, and motivating, or not. The participants based their opinions on the listening, speaking and reading materials provided in class, since they were the most worked competences during the process. In general terms, learners were pleased with the material presented and the way how it was worked in class, they expressed they were comfortable with the topics, and the tasks. However, it must be clarified that some learners felt more attracted to some topics and activities depending on their likes and interests.

Firstly, participants talked about listening material, there were diverse opinions on this, because some participants stated that the videos and tapes were challenging, but interesting, while others stated that they could not understand anything because people spoke very fast and they could not get the idea of the video. It was very complex to get and adapt the video and audio tapes, because they were for high proficiency learners. However, I used images and other aids in order to facilitate the understanding.
¿Qué percibe acerca este tipo de estrategia de aprendizaje? ¿Por qué?

I2S4Q6: [...] pero si aprendí como a expresarme más y a romper ese hielo y por ejemplo también aprendí a escuchar y creo que esa es la habilidad que uno tiene que hacerle más énfasis porque digamos cuando uno tenga una experiencia de viajar a un país de habla sajona sea Inglaterra, Estados Unidos lo primero que uno va a hacer, a uno no le van a escribir en un papelito, la gente le empieza a hablar y si uno no entiende [...]  

The assumption before mentioned, was taken from the final interview, the participant talked about speaking and listening skills, he states that the was able to break the ice with the both competences, because according to his thoughts, listening and speaking need more emphasis if you are to travel to an English speaking country.

Secondly, learners gave their opinions on reading material; the participants assumed that, at the beginning of the course, the readings were complex because they had unknown and technique vocabulary, which did not allow them to develop successfully the activities proposed by the teacher. However, during the progress of the class, the vocabulary was recycled and they perceived a progress in the understanding of the text, allowing them to fulfill the tasks effectively.

¿Cómo evolucionó su proceso de la primera a la última sesión?

I2Q13S4 [...] cuando usted nos pasó la lectura, ya pues, en mi caso, yo ya entendía gran parte del texto. Ósea que las palabras que tenía que marcar fueron muy mínimas. Algunas que de pronto no están en el vocabulario que manejamos durante el curso, entonces uno como que ¿Y esto? Pero ya el resto uno como que más o menos con leer un pedacito del párrafo uno ya le daba la idea general a todo [...]
The participant expresses the way she improved the reading competence, she was able to understand the general idea of the text, even though she had some unknown vocabulary which was not worked in class, she could read and find the meaning by context.

Finally, learners discussed about the speaking material worked, they stated that the exercises worked in class permitted them to express in the target language with a specific purpose, and they were able break the ice and try to express what they were afraid to do in previous courses. At the beginning, the participants were timid about giving opinions because they were afraid of making mistakes, besides they did not know how to organize their ideas, but throughout the course they were able to give arguments about an opinion and they could have small discussions with other learners; those activities helped them to develop confidence and improve their speaking competence.

¿Qué le aportó la sesión?

QP2.3Q1: [...] la verdad superó mis expectativas acerca del curso, me encantó que manejáramos diferentes actividades como videos, juegos, nos hizo interactuar con todos los compañeros de clase.

In this sample, the participant is stating that she liked the way how the activities were held during the class; the tasks such as games and videos allowed them to interact with other classmates.
According to Brinton et al. (1989) the material selected needs to reflect the needs and interests of the students and to choose content areas in which the language teacher has some interests or expertise. The authors support that learners found meaningful and enriching the material used throughout the sessions, since the topics reflected what they liked or needed. However, the teacher had no expertise on content-based. Therefore, it was difficult to choose suitable and accurate material. As a conclusion, learners’ perceptions towards the teaching methodology and the material designed had diverse opinions, positive and negative.
6. PEDAGOGICAL AND RESEARCH IMPLICATIONS

In the following paragraphs it will be explained the instructional and research implications presented during the study, the instructional implication refers to the pedagogical experience throughout the process of implementation and design of the project. Moreover, the research implication refers to what was carried out during the process as researcher, and the further research which can be explored by other researchers as a deeper investigation of important phenomenon about the topic.

During the process of design and implementation of the project, the teacher needed to consider suitable material, implementation and tasks to be developed according to the learners’ general interests and needs, expressed before the execution of the lessons. The material used needed to be adapted to the learners’ level and to be motivating enough for them, besides the topics had to be appealing and current issues to awake more stimulus to the participants. The implementation refers to the way how the teacher guided the course in order to have clear explanations of the content and language items, in this part the teacher faced a big amount of difficulties at the beginning of the implementation, because she was used to regular language classes and it was challenging for her to have a content class with a language objective. Therefore, she had to look for strategies in order to implement better content classes. The tasks developed had relation with the material, because both needed to be motivating for learners with the purpose of having better response in the performance of the activities.
As a researcher, it was challenging to design and implement the strategy, because the teacher had never guided or planned a content based class. Therefore, the teacher had to find basis and use them as a platform for designing the lessons, it was demanding to design and teach at the same time, because the researcher was worried about well designed lessons and well implemented classes. Conversely, further research which can be considered in future projects is that, after making the analysis of learners’ interests and needs, and making the diagnosis of learners’ perceptions, the researcher could gather learners’ artifacts in order to provide evidence of the advantages and disadvantages of the strategy in the four skills.
7. LIMITATIONS OF THE STUDY

During the development of the research Project it was faced the following difficulties.

To begin with, designing CBI classes was a challenge for the teacher-researcher, because there were not enough studies related to what it was needed in order to find the basis for elaborating the project. Therefore, the researcher had to search for different sources to design a well content-based class. On the other hand, designing CBI lessons are time consuming and challenging, because it was necessary to organize the lessons with coherence and cohesion, as in a regular language course, with both challenging and loose tasks to motivate learners. Another issue was the suitable material for learners, adapting authentic material with the four skills for certain level purposes is difficult, even more for listening and reading tasks, because it is necessary to bear in mind the language knowledge of learners.

Secondly, throughout the implementation of the classes, other weaknesses were presented; in the first sessions it was difficult to guide the tasks clearly and avoid the use of explicit grammar during the lessons, besides it was complicated to help learners to adapt to the strategy, because the teacher and the students were used another type of learning and the strategy was challenging and confusing for them at the start of the course.
Thirdly, during the collection of the data, the learners’ questionnaire was done at the end of the course, because there was not enough time for making the questionnaires every week and it had to be developed at the end of the course. Therefore, important and fresh information that could be gathered was missing, another issue was that there were only six lessons applying the approach, and because of time it was not possible to develop more lessons. Finally, there were only six focal participants, because of the non-attendance of some participants during the progress of the lessons. It was important to the researcher the amount of learners participating actively in the process, because she wanted reliable information from more learners.
8. CONCLUSIONS

In this session, it will be exposed the different conclusions after the implementation and analysis of the research project. The conclusions will be presented after each research question, in order to know if they were answered during the process of the study.

The first research question was about what is seen in the process of implementation of (CBI) theme-based model to EFL beginners at a language institute in Pereira.

In order to answer the question, it can be concluded that learners experienced changes throughout the process in terms of language development; learners were motivated with content and language. Therefore, they were willing to participate. Participants felt changes in language development because they started a process of understanding the language in a more contextualized way, talking about daily life experiences and giving arguments towards general culture facts. Listening and speaking as the most affected skills, because of frustrations in processes experienced before, were the ones which for some learners were deeply developed and for some others, listening was the weakest skill in the process. In content development, learners felt satisfied with the topics, because they were current issues which were important for them in order to be informed about worldwide aspects. Finally, participants sensed more motivation in the content based classes because they could talk about real and
important factors of life, expressing and contrasting ideas with others in a foreign
type of life, expressing and contrasting ideas with others in a foreign
language.

The following research question was about the way how a language teacher
could modify her teaching method into teach language and content at the same time,
keeping balance and coherence between the language objectives and content
objectives.

With the aim of answering the question, it can be concluded that for the teacher-
researcher it was not an easy task to design and implement a content based class, as
mentioned in the findings and in the research implications, the teacher did not have
basis for designing the course. Therefore, at the beginning there were a big amount of
mistakes with the guidance and the no explicit implementation of grammatical aspects
during the lessons, because the teacher intended to present language items as in a
 regular language course. However, the researcher was able to improve those aspects
by giving clearer explanations modeling the exercises and she could explain language
items implicitly. The balance between content and language was not easy to manage
either, because in some situations the researcher tended to focus more in language or in
content. Nevertheless, those characteristics progressed when the teacher got used to
the strategy and got experience by reading and finding other models to guide the
lessons, besides learners expressed that language and content development were
balanced throughout the course.
The last question was about the reaction of learners towards the implementation of CBI in the language classes.

So as to answer the question, it can be concluded that learners felt confused and scared at the beginning of the experience, because it was a new strategy for them. They experienced problems with understanding vocabulary which was advanced or unknown for them, they felt also challenged when they were asked to argue opinions or defend ideas in class conversations or interviews, another aspect which was difficult for them, was the understanding of Audio-video material proposed as exercises. As mentioned in the findings, some participants showed and expressed the improvement of listening skill, but others expressed their dissatisfaction, because they could not understand the tapes and videos in an excellent or satisfying way. To close, all the confusions and fears faced at the start, learners stated at the end that the new vocabulary proposed aided them to express ideas concerning more real life issues, allowing them to communicate more meaningfully in authentic contexts where they need to utter what they want more effectively.
9. REFERENCES


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Lesson #3.

Osama bin Laden is dead.

- Learners had better knowledge in this lesson, it was evident they had improved a lot in reading and speaking. The cooperative reading and the group work was very interesting.
- Learners discussed the questions with other people and they could speak.
- Learners were more comfortable speaking.
- They had to become more critical. The content they had, was being used now for controversial topics in order to develop language.
- For the reading exercise all the learners were responsible for their understanding of the topic.
- Learner definitely needed to write to express their opinion; they always took a long time.
- In this lesson I focused entirely on the content. I didn't present any grammar.
- They seemed more comfortable in this lesson, it was less that difficult anymore.
- I felt much more comfortable too, I gained the experience.
- Again time management.
- Skills worked: Speaking.
  Reading
  Writing.
- I couldn't finish all the activities, I didn't have enough time.
- I felt really comfortable with the topic, I think learners enjoyed it.
Lesson #1
Global warming.
- Part #1 Video
We had some problems with the video because we couldn’t see that much.
- It was difficult to have opinions from the learners because they didn’t know how to answer those questions in English.
- I tried to take as many information as possible. Learners were confused about the way the class was being guided, they had never had a class like that.
- I presented the grammar needed for the exercise which was not the objective for content-based.
- Learners were very confused with the first exercise, they didn’t understand what they had to do.
- It was very difficult to understand the text presented.
- I tried to guide them as much as possible, the content wasn’t difficult, but the kind of text presented was very difficult to understand.
- When learners had to present the activities some were not precise and it was very difficult to understand what they meant. They were very nervous because they didn’t know how to express what they wanted.
- When we saw the listening activity, learners were confused with it, because there were plenty of unknown words in the text.
- The content presented in the class was very controversial when we watched the videos. Learners were focused and at the end of the application of the project, many learners agreed that it was the most engaging topic for them during the course.
- It took long time with all the activities, time management is something I have to consider.
- In this session I could practice the following skills: Reading, Listening, Speaking.
- I noticed that the main topic of the class, I mean the main topic, weren’t continuous and not clear enough. However, language vocabulary was very productive.
- In some parts of the class, learners were bored, I think it was because of the difficulty of the topic (the demanding) and the kind of activities. Besides, they had never had a class like that in English before.
- The listening activity had to be made at home or a homework since we couldn’t do it in the class.
APPENDIX 3
QUESTINNAIRE

SESSION # 2 THE FACEBOOK DEPRESSION

1. ¿Qué le aportó la sesión?

2. ¿Cómo se sintió con respecto al aprendizaje de la lengua y el tema? ¿Por qué?

2. a Califique de 1 a 5 el aprendizaje de la lengua, siendo uno el más bajo y cinco el más alto. 1 2 3 4 5 ¿Por qué?

2. b Califique de 1 a 5 el aprendizaje del tema, siendo uno el más bajo y cinco el más alto. 1 2 3 4 5 ¿Por qué?

3. ¿Esta sesión le aporto algo en su desarrollo como estudiante de una lengua extranjera? SI__ NO___
¿Por qué?
4. ¿Qué opina acerca del tema? ¿Le pareció relevante, interesante o por el contrario, aburrido, desactualizado?

PARTE # 2

1. ¿Qué diferencias sintió durante el proceso de las sesiones mencionadas anteriormente, e.g. Facebook, global warming. Etc. Y las clases de inglés regulares?

2. ¿Cómo se sintió durante el proceso del curso?

RECOMENDACIONES: ¿Qué considera usted que se debe tener en cuenta en futuras sesiones?
APPENDIX 4
EXAMPLE OF LESSON PLAN

Objectives: Students will be able to:

✓ Talk about facebook advantages and disadvantages.
✓ Write and identify the use of going to.

Warm up:

✓ Show students images about facebook and ask the following questions: Do you have facebook account? Why? Why not?
✓ Ask students what facebook is.
✓ What can you do with a facebook account?
✓ Why do you think people like facebook so much?

Those questions will be discussed with a partner and then they will be socialized with the class.

Introductory activity: the teacher will give students a survey about social networking, they will have to find different classmates and they will ask the opinions from the statements presented in the questionnaire.

Some answers will be presented in the class.

Developmental activity:

The teacher will write on the board the following question from the text:

✓ social media sites are going to affect children
✓ Is facebook going to allow young people to express themselves?

The teacher will tell students to read a text and try to identify the structure they have in the board, and the main idea from the text.
Then, students will discuss those issues with a partner. They will have guided words in order to have the conversation, the words are:

- social media sites
- Facebook depression.
- Social interaction.
- Internet.
- Technological devices.

**Guided activity:** The teacher will explain briefly the unknown vocabulary from the text and issues that might be important for them to take into account. Then, students will answer some questions from the text. Issues about language function will also be examined.

As a second activity, the group will be divided into two groups, group A and group B. Group A strongly believes that facebook has plenty of advantages for young people and group B don’t.

**Independent activity:** The teacher will have a podcast from about issues from facebook; students will have the following words before listening:

- Profile page.
- Massively multiplayer online game.
- Collect friends.
- Offline world.
- Categories.
- People I sometimes physically see.
- People from the past.
- School or university.
- People I know from various websites.
- Good looking females.
- Photographs
Then, they will have the following questions to answer from the listening.

- What is facebook?
- What is the objective of facebook?
- What are the categories of friends that the man has?
- Who are the people from the past?
- Who are the people he will never meet?
- What happens with good looking females?
- What are the categories he has from good looking females?
- What is the best about facebook for him?

Closure:

As a closure activity students will write about what is going to happen to facebook and the internet in the future.

EXAMPLE OF CONTENT-BASED TASKS

THE FACEBOOK DEPRESSION

A new study suggests that social media sites are going to create a new phenomenon known as "Facebook depression". The American Academy of Pediatrics recently warned parents that networking websites are going to affect on their children’s mental health. Report co-author Gwenn O'Keefe describes the way how social interaction is changing: "For some teens, social media is going to be the primary way how they are going to interact socially. They are not going to the mall or a friend's house" she says. Ms O'Keeffe adds: "A big part of this generation's social and emotional development is going to occur on the Internet and on
cellphones. Parents are going to need to understand these technologies, so they can relate to their children's online world, and control them."

The report says it is important for parents to know how social media sites are going to affect children and that the Internet is not always going to be a healthy environment for kids. The writers also ask to parents to be careful with cyber bullying, and sexing. Parents are going to take an active role and discuss things like bullying, privacy. Parents are feeling down because of what is happening on Facebook. A recent study says that 22 percent of teenagers log on to a social media site more than 10 times a day and more than half at least once a day. There are some conflicts about if Facebook helps young people or not. Is facebook going to allow young people to express themselves? Or is facebook going to isolate them from society?

**Answer the questions according to the text.**

1. What is the “facebook depression”?

2. How is social interaction changing?

3. How are young people going to interact in the future?

4. How are parents going to control their children?

5. Why internet is not always a healthy environment?
Are the following statements TRUE OR FALSE? Correct the false ones.

1. The American Academy of Pediatrics recently warned parents that networking websites are going to help children in their social life. TRUE____ FALSE____

2. A big part of this generation’s social and emotional development is going to occur on the Internet and on cell phones TRUE_____ FALSE_____

3. Parents don’t need to control their children when they are on internet. TRUE_____ FALSE_____

4. A recent study says that 22 percent of teenagers log on to a social media site more than 10 times a day and more than half at least once a day TRUE_____ FALSE_____  

GOOD (WHY)  BAD (WHY)

| SOCIAL INTERACTION |   |   |
| SELF EXPRESSION    |   |   |
IMAGES FOR CONTENT-BASED INSTRUCTION “THE FACEBOOK DEPRESSION”
IMAGES FOR CONTENT-BASED INSTRUCTION “THE FACEBOOK DEPRESSION”
APPENDIX 5
INTERVIEW

Sesiones de clase

1. ¿Cómo se sintió usted durante las lecciones recibidas?
2. ¿Qué contenidos aprendió más rápidamente y por qué?
3. ¿Qué otras opiniones tiene de las clases que se han realizado?
4. ¿Qué contenido le pareció más relevante en su proceso de aprendizaje?
5. ¿qué percibe acerca este tipo de estrategia de aprendizaje? ¿por qué?
   a. Comparación con otros procesos
6. ¿Estableció alguna diferencia con procesos anteriores de aprendizaje del inglés? ¿Cuáles?
7. ¿Con respecto a otras estrategias de aprendizaje, cómo sintió esta nueva forma de aprender?
   a. Aprendizaje de la lengua
8. ¿Qué elementos de la lengua logró usted adquirir durante el proceso de las lecciones?
9. ¿Le parece esta una forma adecuada para aprender un idioma extranjero? ¿Por qué?
10. ¿El material utilizado en las lecciones fue de su agrado? ¿Por qué?
11. ¿Cómo se sintió con respecto al balance entre el aprendizaje de la lengua y los temas de la clase?
12. ¿considera usted que en las clases de inglés se puede enseñar algo más allá de la lengua? ¿Por qué?
13. ¿Cómo evolucionó su proceso de la primera a la última sesión?
After conducting a discussion about the needs and interests that learners had towards the use of content in the language class, the following conclusions were taken:

- Dynamic activities: Learners expressed that they were interested in active tasks which involved and motivated them. Participants did not want a dull, monotonous lesson where learners only write and the teacher talks.

- To know other cultures: Through content, learners wanted to learn and improve not only about language, but also about Anglophone and general culture.
✓ Professional development topics: All learners wanted to know topics about their professional field, so that they were able to express in the target language important issues of their career.

✓ New vocabulary: Learners expressed that one of the most important things in English is vocabulary. Therefore, they stated their interest on acquiring new useful vocabulary.

✓ Emphasis in language: Learners agreed that even when content was important for them, language is the most important for them. Therefore, they perceived content as the via to make importance on language learning.