



UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Lengua y Literatura Inglesa

“Analyzing the Effectiveness of Content-Based Instruction in English Classrooms”

Trabajo de titulación previo a la obtención
del título de Licenciado en Ciencias de la
Educación en Lengua y Literatura Inglesa

Autor:

Gustavo Adolfo Morán Romero

CI: 0706450012

Correo: gustavovanhalen96@gmail.com

Director:

Mgt. Yola Indaura Chica Cárdenas

CI: 0102186772

Cuenca - Ecuador

27-Julio-2020



Resumen

La enseñanza basada en contenido (CBI por sus siglas en inglés) es uno de los enfoques comunicativos más usados en la instrucción del inglés hoy en día. Sin embargo, el análisis de su efectividad no ha recibido la atención adecuada por parte de los investigadores. Por lo tanto, la presente síntesis de investigación busca examinar la eficacia del CBI en el desarrollo de la competencia lingüística del inglés de los estudiantes. Ésta fue una investigación bibliográfica exploratoria. Quince estudios fueron seleccionados para ser analizados. Fue fundamental que estos hayan demostrado resultados positivos respecto al desarrollo de las habilidades y las percepciones de los estudiantes frente al CBI. Los resultados indicaron que hay ciertos factores que mejoran las diferentes habilidades lingüísticas. Algunos de ellos son características destacadas del enfoque, sin embargo, otros solo han sido ligeramente mencionados por investigadores. Similarmente, los resultados también corroboraron la reputación del CBI como un enfoque motivacional intrínseco en las aulas de inglés. Futuros estudios de investigación fueron recomendados en base a los problemas que fueron diagnosticados en el análisis.

Palabras clave: Enseñanza basada en contenido, efectividad, habilidades lingüísticas, percepciones.



Abstract

Content-Based Instruction (CBI) is one of the most popular communicative approaches in English language teaching nowadays. However, the analysis of its effectiveness in English classrooms has not received the adequate attention of researchers. Thus, the present research synthesis aims to review the efficacy of CBI in the improvement of the English language proficiency of students. It was an exploratory bibliographical research. Fifteen empirical studies were selected to be analyzed. It was fundamental that these have demonstrated positive effects on language abilities and students' perceptions towards CBI. The results indicated that there are specific factors that improve the different skills. Some of those are well-known characteristics of the approach; however, others have been just slightly mentioned by CBI researchers. Similarly, the findings also corroborated the reputation of the approach as intrinsic motivating in English classrooms. Further research studies were recommended based on the issues that were diagnosed in the analysis.

Keywords: Content-Based Instruction, effectiveness, language skills, perceptions.



Table of Contents

Resumen	2
Abstract	3
Acknowledgments.....	9
Dedication.....	10
Introduction	11
CHAPTER I: Description of the Research.....	13
1.1 Background	13
1.2 Statement of the Problem	14
1.3 Rationale	16
1.4 Research Questions	16
CHAPTER II: Theoretical Framework	17
2.1 Definition of Content-Based Instruction	17
2.2 Characteristics of Content-Based Instruction	17
2.3 Models of Content-Based Instruction	19
2.3.1 Theme-Based Model	19
2.3.2 Adjunct Model	20
2.3.3 Sheltered Model	20
2.4 Effects of Content-Based Instruction in English Language Classrooms	21
CHAPTER III: Literature Review	23
3.1 Content-Based Instruction in the Development of Linguistic Skills in English Classrooms	23
3.1.1 CBI on Writing Skill	23
3.1.2 CBI on Listening Skill	24
3.1.3 CBI on Reading Skill	25
3.1.4 CBI on Speaking Skill	27
3.2 Students Perceptions towards the Use of CBI in English Classrooms	30
3.3 Conclusion	31



CHAPTER VI: Methodology	32
CHAPTER V: Analysis of the Data.....	33
5.1 Content-Based Instruction on Receptive and Productive Skills.....	38
5.2 The Effectiveness of Content-Based Instruction on Reading Skill.....	39
5.3 The Effectiveness of Content-Based Instruction on Listening Skill	40
5.4 The Effectiveness of Content-Based Instruction on Speaking Skill	41
5.5 The Effectiveness of Content-Based Instruction on Writing Skill	44
5.6 Content-Based Instruction on Students' Perceptions	46
CHAPTER VI: Conclusions and Recommendations.....	49
References	51
Appendix	60



List of Tables

Table 1 Years of Publication of the Studies.....	33
Table 2 Models, Settings, and Levels of Education where CBI Was Used.....	35
Table 3 Effectiveness of CBI on Each Skill.....	37
Table 4 Students' Perceptions with the Use of CBI.....	45



Cláusula de Propiedad Intelectual

Gustavo Adolfo Morán Romero, autor del trabajo de titulación "Analyzing the Effectiveness of Content-Based Instruction in English Classrooms", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

Cuenca, 27 de Julio del 2020

A handwritten signature in blue ink, appearing to read "Gustavo Adolfo Morán Romero", written over a horizontal line.

Gustavo Adolfo Morán Romero

C.I.: 0706450012



Cláusula de licencia y autorización para publicación en el Repositorio Institucional

Gustavo Adolfo Morán Romero en calidad de autor y titular de los derechos morales y patrimoniales del trabajo de titulación "Analyzing the Effectiveness of Content-Based Instruction in English Classrooms", de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de Educación Superior.

Cuenca, 27 de Julio del 2020

Gustavo Adolfo Morán Romero

C.I: 0706450012



Acknowledgments

I would like to thank my tutor, Mgt. Yola Chica, who helped me not only during the elaboration of this project but also during my lifetime as a college student. Besides, I am also thankful to all my teachers who guided me in the path of being a professional. It is imperative to mention Mgt. Patricio Narvaez from whom I learned the real value of being a teacher. In addition, I want to thank my good friend and classmate Jonathan Andrés Zambrano Loayza who supported me during the period when this project was written.



Universidad de Cuenca

Dedication

I would like to dedicate this final project to my parents, the source of my strength and happiness.



Introduction

In the last decades, it has been observed that English language teaching has taken distance from language-based approaches and has preferred to develop students' language competence through a communicative setting (Horn, 2011). For instance, ESL and EFL countries have adopted communicative approaches for their curriculum planning (Grabe & Stoller, 1997). Content-Based Instruction (CBI) is one of the most employed (Brinton & Snow, 2017) and has obtained relevant results worldwide (Dueñas, 2004) because in this approach, students are constantly exposed to the target language through different types of input and have more opportunities to practice their oral and written production (Richards & Rodgers, 2001). Despite these outcomes, some teachers present problems to understand its effectiveness (Butler, 2005). Besides, the analysis of its efficacy is a topic that has not been in-depth explored in English classrooms (Corrales & Maloof, 2009). Therefore, this study aims to collect and analyze data from empirical support in order to show the elements that cause the good performance of CBI in the improvement of the English language competence of learners and help English instructors comprehend its effectiveness. For the purpose of this paper, the following questions were addressed.

- How does Content-based instruction improve language skills?
- Which are the perceptions of students towards the use of Content-Based Instruction?

This paper presents six chapters. The first chapter is a description of the research which consists of background, problem statement, rationale, and the research questions. In the second chapter, a theoretical framework is displayed in order to cover definitions and key terms related to CBI. The third chapter, the literature review, is a synthesis of empirical studies that are essential to answer the research questions. Then the fourth chapter is the methodology of the research. The fifth chapter is the analysis of the empirical studies by



Universidad de Cuenca

which the goals of this paper are achieved. Finally, the last chapter provides conclusions and recommendations.



CHAPTER I: Description of the Research

1.1 Background

In the early '70s, the introduction of psychological theories into the pedagogical field, such as the Vigoskian theory about social development, generated interest in analyzing the effects of natural communication. This process brought to the establishment of a series of approaches that emphasized the real interaction between learners; all of them consummated in one term: *Communicative Language Teaching* (Brown, 2007). Communicative approaches were beyond the simple learning of grammar patterns and memorization of language structures; they involved real negotiation of meaning using authentic content (Richards & Rodgers, 2001). Since communication was the main objective, the introduction of content was mandatory. This led to the emergence of one of its most popular branches, Content-Based Instruction (CBI) that is the learning of a foreign/second language through the assimilation of content (Brinton, Snow, & Wesche, 1989).

From the time of its appearance, CBI has gradually increased its popularity in classrooms worldwide until the point that nowadays all language instruction is content-based (Brinton & Snow, 2017); as a result, the academic community has been continually aware of its proper employment (Grabe & Stoller, 1997). For example, Grabe and Stoller (1997) proposed an approach to carry it out through a set of teaching instruments denominated “Six-T's Approach: Themes, Texts, Topics, Threads, Tasks, and Transitions” (pp. 4-5). Similarly, Stoller (2002) came up with a series of conditions called particularly “details of implementation” which consisted of teaching practices, methods, and techniques for the usage of CBI (p. 5). Some of her contributions were activities to “report, reexamine, repeat, reformat, and review” (p. 8). Having in common, Brinton (2003) provided guidelines to conduct the approach and suggested activities and tasks that might be useful in the learning



process. The data presented by Brinton (2003) and Stoller (2002) have been relevant in the pedagogical field because these have been taken as reference by CBI practitioners for planning their classes (Corrales & Maloof, 2011; Suwannoppharat & Kaewsard, 2015).

Due to the considerable acceptance of CBI in language classrooms, it has been a potential topic for research. For example, many empirical studies have been held with participants of different educational levels and ages, showing results in favor of the approach not only on skills development but also on learners' perspectives (Arslan & Saka, 2010; Lou, 2015; Sierra & Tamayo, 2016; Tsai & Shang, 2010). Regarding the analysis of CBI effectiveness, Butler (2005) did a general examination and concluded that the elements that determine the efficacy of CBI are "(a) program setting and curriculum, (b) characteristics of teachers, (c) characteristics of learners, and (d) resource availability" (p. 231). Likewise, Hilado (2015) established that its success depends on the content that learners are exposed to and the process of evaluating, synthesizing, and sharing information in the target language.

1.2 Statement of the Problem

Nowadays, there is no doubt that the inclusion of CBI in EFL and EFL settings has been widely predominant. According to Brinton and Snow (2017), it is only necessary to look at any of the language texts that are used at primary, secondary, and tertiary levels which are all divided into theme-based units. In fact, in Ecuador, the curriculum is founded on a content-based approach, Content Integrated Language Teaching (CLIL), where English teaching is based on interesting topics and academic content (Ministry of Education of Ecuador, 2016). Although CLIL is another communicative approach, Snow (2013) affirms that in both, CLIL and CBI, "the conceptual approach is fundamentally the same in their dedication to topics and subjects as the basis for materials and course development" (p. 906).



The extensive use of CBI is parallel to its efficacy. Dueñas (2004) and Met (1998) mention that CBI is highly efficient in developing learners' productive and receptive skills because there is a real exchange of information through content learning. In other words, by employing the foreign/second language for acquiring and sharing knowledge, learners' language abilities are improved progressively. Equally important, Gabre and Stoller (1997) assert that CBI fosters students' motivation since it deals with topics that are interesting for them. In spite of those outcomes, teachers have problems in understanding its effectiveness in language classrooms (Butler, 2005). Bueno (2002) points out that this is due to their lack of knowledge; while Butler (2005) claims that the reason is the variability in implementation that overwhelms them. In a like manner, Snow (2013) suggests that the problem may remain on the instructors' preference by acknowledging that CBI is hard to comprehend by teachers who are used to explicit language teaching.

Furthermore, Corrales and Maloof (2009), Butler (2005), and Stoller (2004) agree that there is a necessity to analyze the effectiveness of CBI in the improvement of students' language competence due to the constant demand of the approach in ESL and EFL contexts. According to Manaj (2014), developing language competence implies promoting all language skills. As it was displayed in the previous segment, researchers have attempted to examine its efficacy; nonetheless, they proposed a general overview without discussing and making emphasis on how CBI works on the distinct learners' language abilities (Butler, 2005; Hilado, 2015). Even though there are several empirical studies with the same purpose, the great majority has only focused on a particular skill or students' attitudes (Stoller & Fitzsimmons-Doolan, 2016). Apparently, little research has integrated all language abilities; thus, this absence of investigation is a gap that might be covered through a research synthesis.



1.3 Rationale

ESL and EFL instruction are currently contextualized (Brinton & Snow, 2017) which implies that CBI is at the peak of their prominence. Dueñas (2004) asserts that the reason for its vast usage is its potential effectiveness in English classrooms. This has been proved by a great number of empirical studies; however, as it was aforementioned, there is a lack of research regarding the analysis of that effectiveness in all language skills. Besides, some English teachers have found difficult to understand its efficacy.

Considering that there is strong empirical support on each skill, conducting a research synthesis that integrates this evidence is important because it may allow us to identify and analyze the common elements that cause the adequate performance of CBI in the enhancement of English students' language proficiency. It is essential to take into account the development of the four language abilities because being linguistically proficient means being able to negotiate meaning productively and receptively (Manaj, 2014). Furthermore, it is also necessary to investigate students' perceptions about the use of CBI and their fundamentals since the affective state of learners is an important variable for language development (Krashen, 1982). With this research, it may also be possible to enlighten instructors who have difficulties to understand its effectiveness by presenting it through a pragmatic and theoretical perspective. Hence, the present paper is important not only for covering a gap in research but also for benefiting members in the pedagogical community.

1.4 Research Questions

The present research synthesis analyzes the effectiveness of CBI in English classrooms. For this reason, the following research questions were stated:

- How does Content-based instruction improve language skills?
- Which are the perceptions of students towards the use of Content-Based Instruction?



CHAPTER II: Theoretical Framework

2.1 Definition of Content-Based Instruction

Content-Based Instruction (CBI) is defined as a communicative approach in EFL and ESL education where language objectives are attained through content learning (Brinton, et al., 1989). Likewise, Stoller (2002) affirms that CBI adopts “language as a medium for learning content and content as a resource for learning and improving language” (p. 109). Besides, Brinton (2003) provides a more specific definition by asserting that CBI is the instruction of language using content that is interesting and important to students. In other words, they develop language skills while learning content rather than the target language itself. In addition, the employment of the target language as a tool for acquiring information promotes natural communication in the classroom (Richards & Rodgers, 2001). Hence, the aforementioned approach gives EFL and ESL students the opportunity to receive language instruction in a meaningful, authentic, and interesting way.

2.2 Characteristics of Content-Based Instruction

Content-Based Instruction possesses some prominent characteristics such as the type of content, the authenticity of the material, the integration of all skills, and the teaching method (Brinton, 2003).

The first characteristic of CBI is the type of content. According to Brinton (2003), CBI works with content that matches students’ interests and needs. The author affirms that it can be taken from one academic subject (e.g. Math, Science, Social Studies) or daily common topics (e.g. sports, traveling, cultures). Richards and Rodgers (2001) claim that its selection can start from something that learners are familiar with which is necessary to activate their background knowledge. This content is organized in themes and topics. Themes are the central content units from which content and language teaching are based on while topics are



“subunits of content which explore more specific aspects of the theme” (Grabe & Stoller, 1997, p. 5). Grabe and Stoller (1997) propose this example, a theme can be “The Solar System” and the topics that make up that theme can be “Earth”, “Venus”, “Jupiter”, etc (p. 5). According to these authors, themes and topics are integrated into the class through materials such as texts, images, videos, recordings, graphs, pictures, etc.

Another essential feature of the approach lies in the authenticity of the material. As it was mentioned, it is necessary to use materials to introduce the content. Brinton et al. (1989) suggest that these supplies have to be authentic. These authors affirm that to accomplish this characteristic, the materials have to be either similar to the ones used in native language classrooms or designed for communicative purposes rather than for language teaching functions such as newspapers, documentaries, magazines, photographs, interviews, songs, journals, etc. Besides, their comprehensibility is essential as their authenticity (Brinton et al., 1989). Thus, teachers must select or adjust the material at an appropriate level of difficulty. According to Brinton (2003), the language level in CBI materials is similar to the one explained by Stephen Krashen (1985) through his comprehensible input hypothesis which establishes that learners should be exposed to input with challenging language structures that are just slightly over their proficiency level. Therefore, students can comprehend the content while developing learning strategies that put into practice their language skills (Brinton et al, 1989). In other to achieve this adequate level, the teacher can provide visual support through images, diagrams, or photographs, and cues in the text such as definitions or examples (Stoller F. , 2002).

Furthermore, another remarkable attribute of CBI is that it is an integrated skill approach. In order to promote all language skills, CBI incorporates content into their development and uses activities to exercise them coordinately (Brinton, 2003). For example,



students can read a journal and take notes, listen to a broadcast about any topic and write a summary, or discuss about something that they read in a magazine (Richards & Rodgers, 2001). The improvement of grammar and vocabulary is also included in the learning process because these are contextualized (Brinton, 2003). According to Brinton (2003), these meaningful activities generate a natural communication environment because the target language is practiced similarly to the way that native people use it in real-life situations “where interactions involve multiple skills simultaneously” (p. 206). Furthermore, this author suggests using information gaps, discussions, role-plays, oral presentations, group assignments, jigsaw activities, etc.

The last characteristic of CBI prevails on its teaching method that is student-centered rather than teacher-centered (Littlewood, 1981). It implies that learners play an important role during language instruction since the teacher does not control their learning process completely. Hence, they can acquire knowledge while working with their classmates (Brinton, 2003). In a like manner, Richards and Rodgers (2001) assert that they can take part in the selection of the class content. Stryker and Leaver (1997) find this students’ intervention as “highly motivating” since it directly meets their necessities and interests (p. 11).

2.3 Models of Content-Based Instruction

There are three models of CBI that can take place in second/foreign language classrooms: the theme-based model, the sheltered model, and the adjunct model (Brinton et al., 1989).

2.3.1 Theme-Based Model

The main objective of the theme-based model is to develop learners’ linguistic competence through content that fulfills their requirements, needs, and interests (Snow, 2013). This model is carried out by one single teacher in one course. This model appears in



EFL and ESL classrooms at all educational levels (Snow, 2013). It is easy to implement because it is not necessary for the teacher to be a content specialist. Due to all these features, it is known as the most popular and used around the world (Dueñas, 2004). Besides, some researchers have considered that “theme-based model” and “content-based instruction” are synonyms because “all instruction is theme-based” in CBI (Grabe & Stoller, 1997, p. 82).

2.3.2 Adjunct Model

The adjunct model aims to help students with their lack of linguistic ability in the study of academic content with native learners (Brinton, 2003). This model takes place in two linked courses with a different teacher in each one; a content specialist in the academic content course and a language teacher in the language class (Richards & Rodgers, 2001). According to Dueñas (2003), these two courses share the same academic content. Hence, “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” (Dueñas, 2003, p. 5). Moreover, it mostly appears in ESL settings at University levels (Snow, 2013).

2.3.3 Sheltered Model

The sheltered model intends learners to achieve principally academic knowledge through the second language (Brinton & Snow, 2017). It occurs in one single course conducted by one teacher who is a content specialist (Richards & Rodgers, 2001). This model is similar to the adjunct model in the fact that both use mainly academic content material (Dueñas, 2004). However, in the sheltered model, students are not enrolled with native learners. Since it focuses more on acquiring content (Met, 1998), the teacher adapts the academic material in a way that can be understood by learners but with some challenges that



allow the exercise of language skills (Brinton, 2003). Similar to the previous model, it is mostly found in ESL contexts at tertiary levels (Richards & Rodgers, 2001).

2.4 Effects of Content-Based Instruction in English Language Classrooms

Different authors have claimed that CBI is a successful approach in the improvement of language skills and students' attitudes towards language learning (Wesche, 1993; Brinton et al., 1989).

According to Met (1998), CBI is highly effective in developing all language skills. As it was aforementioned, CBI material provides challenges that are lightly over students' language competence level; thus, their receptive skills are constantly promoted. The characteristic of this input demands learners to strive while taking part in activities that involve the development of listening and reading such as dictations, read and report, comprehension checks, and jigsaw activities (Stoller F. , 2002). Besides, it permits the inclusion of learning strategies that involve the review of content such as summarizing and inferencing; strategies that imply a leading level of comprehension (Chamot, 2001). Likewise, CBI boosts the language output of students because it emphasizes the interaction of learners. According to Stoller (2002), in CBI there is variety of "culminating synthesis activities" that make learners produce language through oral and written production (p. 4). Some of the activities that are proposed by the author are oral and poster presentations, debates, written reports, etc. Since these synthesize the content that students learned during class, they have the chance to put into practice the language structures they attained receptively by using them for real negotiation of meaning.

Aside from the improvement of the skills, CBI has played an important role in developing students' positive attitudes towards language learning (Wesche, 1993). Those improvements are the reduction of their anxiety and the increment of their motivation.



Regarding the first affective feature, anxiety, Dr. Davis (2019) clearly defines it as “a feeling of apprehension, worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome” (para. 1). According to Stoller (2002), CBI avoids learners’ anxiety by providing materials with an adequate level of difficulty; hence, they are able to participate during the language learning process without disruptions. In the same way, another important contribution of the approach prevails on its effects on motivation.

According to Dörnyei and Otto (1998), motivation is the behavior that an individual selects in the achievement of a specific goal or objective. Brown (2007) explains two types of motivation, intrinsic and extrinsic motivation. When students decide to learn a foreign language because there is an internal desire, and they participate in learning activities for their satisfaction, it is called intrinsic motivation. On the other hand, when they learn a foreign language as they want to get a reward, and getting that reward is their biggest interest, it is labeled as extrinsic motivation. According to Grabe and Stoller (1997), CBI activates students’ intrinsic motivation since there is an interest in the content they are learning. They affirm that this type of motivation increases when learners realize they are able to use the target language to achieve complex tasks or to acquire more elaborated information. In the same way, according to Krapp, Hidi, and Renninger (1992), when pupils are intrinsically motivated, they perform better and collect more knowledge.



CHAPTER III: Literature Review

3.1 Content-Based Instruction in the Development of Linguistic Skills in English Classrooms

Around the world, empirical studies about Content-Based Instruction have exhibited this approach to be effective in developing all four-language skills in EFL and ESL learners. The next studies were conducted at different levels of instruction.

3.1.1 CBI on Writing Skill

Research studies have discovered that CBI is effective in improving the writing production of learners (Heriyawati, Sulisty, & Sholeh, 2014; Arslan & Saka, 2010). For instance, Heriyawati, Sulisty, and Sholeh (2014) demonstrated good results in a research study where the goal was to explore the profits of CBI on 35 EFL College students' academic writing at Kanjuruhan University in Indonesia. They worked with the theme-based model for two weeks employing "corruption in Indonesia" as the theme. With observations, interviews, and pre- and post-test, the authors gathered data that showed that the discussion of the theme in class fostered the participants' background content knowledge. In addition, the researchers also reported that the accurate language use from the text elicited them to write with a better organization, vocabulary, and grammar as they intended to write by using the same language forms. For example, they modified some phrases from the text to add them into their writing. As a result, the participants wrote more structured compositions as they had enough knowledge regarding the topic and good references of language use.

Arslan and Saka (2010) found similar results at Karadeniz University in Turkey through a study that sought to investigate the impact of CBI on 19 EFL Science students. They implemented the theme-based model for two weeks with Science lexis as content. Making use of questionnaires and interviews, the researchers collected data that proved that



the activation of the students' previous knowledge about Science through class discussions facilitated the understanding of new words and the writing process. Similarly, the text helped them learn English grammar (passive voice) in context since they started to “analyze sentences grammatically” (p. 32). Therefore, their writing assignments had more vocabulary, content, and a variety of sentences in the passive and active voice. Besides, the participants mentioned that they made progress in their writing and indicated being motivated during the class activities because the content was useful, and the materials were authentic.

3.1.2 CBI on Listening Skill

An ample number of empirical studies have provided favorable results of CBI on listening (Chou, 2013; Tarakçioğlu & Yüce, 2014). For example, Chou (2013) found positive outcomes with a study that analyzed the effects of CBI on 52 EFL fifth grade school students' listening skills in Taiwan. The researcher employed the theme-based model for five sessions with “travelling” as the theme. Data were collected through observations and pre- and post-tests; these demonstrated that the participants recognized “expressions of need” and “asking for information” phrases (wh- questions) from conversations and role-plays using scripts with marker sentences (p. 178). Moreover, the participants comprehended the main idea of these conversations through classroom discussions. Thus, in the listening tasks, they were able to match the expressions they heard in the recordings with the content in the pictures correctly, demonstrating a significant advance in this skill.

Similar outcomes appeared in a study at Tunceli University in Turkey. It aimed to discover the effects of CBI on 25 EFL College students' receptive skills through the theme-based model for ten weeks. The authors carried out a comparative research design; 25 students participated in theme-based classes with the theme “technology” (experimental group) while the other 25 enrolled in English courses with a traditional teaching method



(control group). With pre- and post-tests, the author collected data that showed that in the theme-based group, the authenticity of the videos and the usefulness of their content led the participants to be attentive to what they were listening; as a result, they learned new words and their pronunciation. In addition, after watching the videos, they discussed their content and shared ideas about them. Besides, they participated in activities in which they had to listen to certain parts of the input and fill the blanks with the appropriate words. As a result, the experimental group made greater advances than the control group by scoring higher results in the listening comprehension checks (Tarakçıoğlu & Yüce, 2014).

3.1.3 CBI on Reading Skill

Several research studies have indicated that CBI is effective in developing the reading skill (Khruawan & Dennis, 2017; Suwannoppharat & Kaewsa-ard, 2015; Knoblock & Youngquist, 2016; Tsai & Shang, 2010). For instance, Khruawan and Dennis (2017) found positive results regarding it through a study at Khwangwittayakhom School in Thailand. It investigated the use of CBI on 50 EFL tenth grade school students' reading comprehension. This study consisted of ten classes with the theme-based model. The texts were taken from books and the internet, and they were selected according to the students' language level. Through questionnaires and pre- and post-tests, the authors collected data that determined that during reading, context clues in the text (examples in sentences) allowed the participants to discover how to guess the meaning of words, the titles gave them hints to make predictions about the text, and doing concept maps helped them to find the main ideas. Therefore, these reading strategies: guessing the meaning of words, predicting, and concept mapping led the participants to improve their reading comprehension.

Similar results emerged in a research study held by Suwannoppharat and Kaewsa-ard (2015). They analyzed the effects of CBI on 120 EFL College students' reading and writing



skills at Mae Fah Luang University in Thailand. They implemented the theme-based model for 15 weeks through the theme “globalization”. The text was modified by adding simpler sentences and more punctuation in paragraphs in order to match it with the participants’ language competence level. Via interviews and pre- and post-tests, data were gathered; these showed that context cues (examples and sentence complements) helped the students guess the meaning of words, and making summaries facilitated the process of finding the main ideas. In addition, after understanding the text, the participants came up with new ideas by making inferences about the content. Consequently, they improved their reading proficiency as they developed the strategies of guessing the meaning of words, summarizing, and inferencing.

Another research study that showed related outcomes was conducted at Saginaw Valley State University in the US. It researched the effects of CBI in developing 38 ESL College students’ reading proficiency by employing the sheltered model for one semester. The researchers worked with a comparative method; 14 students enrolled in English classes with the sheltered model (experimental group), and 24 participated in mainstream classes with native learners (control group). The sheltered group worked with texts that included vocabulary from the Academic Word List (ACW) and a great amount of visual support. Through observations and t-tests, the authors gathered data which indicated that the participants in the sheltered group were motivated in learning the words from the ACW because they considered them useful for their careers. Besides, the results demonstrated that they guessed the meaning of words by connecting their background content knowledge with the pictures from the text. Furthermore, they comprehended the text with the teacher’s support and constructed new meaning by making inferences with the information from the reading passages. Therefore, they were successful in developing the subareas of guessing the meaning of words and inferencing; nevertheless, they showed problems in getting the main



ideas and supporting details. In spite of this decrease, the results of their reading post-test were higher than the control group (Knoblock & Youngquist, 2016).

Similar findings were obtained in a study carried out at I-Shou University in China. This study aimed to examine the outcomes of CBI on 101 EFL College students' reading comprehension in an English literature class. It developed the sheltered model for 14 weeks using short stories and poems at the level of the participants' linguistic competence. Making use of interviews and t-tests, the authors collected data and concluded that the students made predictions about further content with the information from the text and guessed the meaning of new words by analyzing their structure (affixes and suffixes) and interpreting contextual cues (definitions). Besides, the participants also understood the stories through making summaries. Therefore, the reading strategies of predicting, guessing the meaning of words, and summarizing developed the participants' reading comprehension of short stories (Tsai & Shang, 2010).

3.1.4 CBI on Speaking Skill

A considerable number of studies have demonstrated positive effects of CBI on oral production (Corrales & Maloof, 2009; Tseng, 2015; Hernández, 2005; Montero, Mora, & Rodriguez, 2016; Lai & Aksornjarung, 2017). As an example of this statement, there is the empirical study conducted at North University in Colombia that sought to analyze the results of CBI on 16 EFL Medicine College students' oral proficiency. The theme-based model was employed for four months using medical content. With interviews, observations, and journals, the authors collected data and showed that the participants' anxiety decreased during speaking because the class was based on topics and themes rather on language grammar. Hence, the students were mainly concerned about conveying messages. Because of this comfortable setting for oral production, they gained confidence in participating in oral activities such as panel discussions, oral presentations, and "read and report" by which they



exercised their speaking skills. In addition, they affirmed being motivated with the use of the approach since the content was useful for their careers and the materials were authentic. As a result, there was a reduction of “fillers, long pauses, repetition of syllables, words, and phrases” and integration of transitions, introductions, and new vocabulary (Corrales & Maloof, 2009, p. 19).

Similarly, comparable results appeared in a research study held by Lai and Aksornjarung (2017). The objective of this study was to analyze the impact of CBI on 81 EFL College students’ listening and speaking skills at a University in Thailand. The researchers worked with the theme-based model for 14 weeks based on the theme “cultures”. Via observations and pre- and post-tests, they gathered data, and the results indicated that the participants’ interest in the content, collaborative activities, and their previous knowledge of the topic decreased their anxiety in oral production which promoted their participation in classroom activities such as role-plays and oral presentations. As a result of the learning process, the students’ oral discourse was more fluent, grammatically accurate, communicative, and richer in vocabulary.

Likewise, similar results were displayed in a research study carried out by Montero, Mora, and Rodriguez (2016) at the National University of Costa Rica that investigated the effects of CBI on 50 EFL College students’ oral skills. The researchers conducted the sheltered model for one semester with “English culture” as content. Making use of interviews and questionnaires, they collected data, and the results showed that the students felt confident during the oral discourse because the class was more oriented to content, so they produced more oral output in debates, oral presentations, and open discussions. In effect, the participants demonstrated improvements in their fluency. The findings also reflected that they



were attentive and motivated during class due to the interesting topics and the authentic materials.

Similarly, comparable results were notified in a study at Ming Chuan University in China. It aimed to examine the perceptions of 70 EFL College students towards the effectiveness of CBI in developing content and language knowledge. The author implemented the adjunct model for 18 weeks including content related to the participants' career. Through interviews and questionnaires, the researcher gathered data and determined that the interest of the participants in the content as well as cooperative activities decreased their anxiety in speaking, motivating them to take part in the learning process. Besides, the author asserted that putting emphasis on preparing oral presentations helped them to be more determinant in expressing their ideas. As a result, there was an improvement in the participants' oral fluency. Besides, they mentioned that learning with content was an interesting experience because it was useful (Tseng, 2015).

Similar outcomes were established in a research study held by Hernandez (2005) at the University of Costa Rica. Its objective was to determine the effects of implementing authentic content materials in improving 21 EFL College students' oral production. The theme-based model was employed for one semester with the theme "environmental issues". Data were collected by means of questionnaires, interviews, and observations, and based on those, the author claimed that the participants developed their speaking skill through preparing oral presentations, learning public speaking techniques, writing phonetical transcriptions of new content words from the text, and practicing their pronunciation in isolation with the symbols from the IPA. In addition, the researcher affirmed that the students indicated being confident and relaxed with the content that was exposed. They improved their pronunciation and produced complete sentences during the oral discourse; however, they were still making grammatical errors such as subject verb agreement.



3.2 Students Perceptions towards the Use of CBI in English Classrooms

Several research studies have demonstrated that students have positive perceptions towards the use of CBI (Sierra & Tamayo, 2016; Lou, 2015). One study that evidenced this was conducted at the Faculty of Pharmaceutical Chemistry at the University of Antioquia in Colombia. It analyzed the development of 11 EFL college students' motivation by handling the adjunct model. This model was practiced for one semester with content from the participants' career. With interviews and questionnaires, the researchers collected data, and the results indicated that the implementation of CBI improved the participants' linguistic competence and activated their intrinsic motivation because there was a negotiation of content with authentic materials. Since the content was related to the career they were majoring, they were involved in different language activities. Moreover, the students indicated that they would continue learning English through this approach since they noticed they were able to convey their ideas effectively using the target language (Sierra & Tamayo, 2016).

Furthermore, similar outcomes came into light in a research study conducted by Lou (2015) at Yangtze University in China. This study aimed to analyze the language proficiency and motivation to learn English of 155 EFL College students through CBI. The researcher used a comparative method; 57 students participated in English classes with a traditional method while 58 enrolled in theme-based classes. Data were collected with interviews, questionnaires, and a pre and post-test, and these showed that in the theme-based course, the development of the participants' language proficiency occurred due to the increment of their intrinsic motivation. The students mentioned that the inclusion of real texts with topics that were based on their field of study boosted their desire to learn English. Consequently, they improved their language abilities significantly since they gradually participated in classroom



discussions, debates, and writing activities where they analyzed, interpreted, and shared opinions.

3.3 Conclusion

In the literature review, all selected studies were effective. They used different types of CBI at distinct levels of language instruction. Each study showed that there were components that enhanced the skills. Similarly, the participants mentioned their perceptions of the class. These data are essential and useful to accomplish the objectives of this paper; thus, these will be coded and analyzed in the next section that seeks to answer the questions of the present research synthesis.



CHAPTER VI: Methodology

The present paper was an exploratory bibliographical research. This type of research aims to “compare and combine findings across individual studies, to authoritatively answer particular research questions, and to identify gaps in research methodologies” (Norris & Ortega, 2006, p. 4). In order to carry this out, empirical studies that were published in journals and books were taken into account. These were collected by using Google Scholar, SciElo, ProQuest, Research Gate, and Educational Resources Information Center (ERIC) websites. The inclusion criteria for these studies were: 1) Studies that have shown positive results in language skills development and students’ perceptions by using CBI. The reason for this criterion was logical since this research intended to analyze the effectiveness of the approach, so it was necessary to synthesize results where the approach was mainly effective. 2) Empirical studies that were published in the last 10 years. The reason for this was that in this period, there has been a rise in the use of communicative approaches. 3) Studies that were effective on the development of a specific language skill. This criterion was important because this paper aimed to integrate and examine the efficacy of CBI on each language skill. 4) Quantitative, qualitative, and mixed method studies. The argument for this criterion was that since this research synthesis also focused on investigating students’ perceptions, which cannot be measured, the analysis of studies with qualitative methodologies was mandatory. The keywords for searching were Content-Based Instruction, listening, reading, writing, speaking, skills, perceptions, sheltered model, adjunct model, theme-based model, and effectiveness. Fifteen empirical studies were considered for the present research synthesis. The results that emerged from the analysis of these were used as a reference for further research.



CHAPTER V: Analysis of the Data

In order to answer the research questions, the 15 studies in the literature review were coded in different categories. These were the language skills that were developed, the ways by which CBI was effective, the learning strategies and activities that were employed in each skill, the perceptions of the students towards CBI, the reasons for those perceptions, the setting (EFL or ESL), the participants' level of education, and the model of CBI. In a like manner, they were classified according to their year of publication because it is a usual topic of interest. These data were set up in tables with their correspondent description and discussion.

Table 1

Year of Publication of the Studies

Year of Publication	No of Studies^a
2005 - 2009	2
2010 – 2014	5
2015 – 2017	8

Note. N=15

a: Only one study, Knoblock and Youngquist (2016), was held in an ESL setting.

Table 1 shows that eight of fifteen studies were published in recent years. This result indicates that CBI has received importance in the research field and in EFL classrooms lately. Brinton and Snow (2017), Ibramir (2018), Vega (2018), and Zakime (2018) support this theory by asserting that the approaches that imply natural communication are the most used in language instruction nowadays. This authors' affirmation and the results from Table 1 suggest that currently English teaching in EFL settings is focused on fostering learners'



communicative abilities. In the past, the instruction of English and other languages concentrated merely on sentence structures, translation, and grammatical points (Brown, 2007). Therefore, the opportunities for EFL learners to develop *basic interpersonal communication skills* (BICS) were poor because these only occurred when they were in contact with native speakers (Horn, 2011). On the other hand, nowadays the extensive use of CBI in English classrooms creates an “authentic” context for EFL students to improve their language proficiency and communicative skills. This context takes place because the purpose of CBI is to develop language competence by using it as a medium to share information (Brinton, 2003; Richards & Rodgers, 2001). Therefore, the process of language learning in this approach goes in hand with the real usage of English, communication, allowing EFL students to learn this language purposefully and naturally, but most important, communicatively.

Table 1 also demonstrates that the number of studies regarding the use of CBI increased in each year. This result proposes that this approach will gain more relevance in the future. In support of this, there is the continuous necessity to learn English with a communicative purpose because of the important role that it has in EFL countries which is being the lingua franca (Seidlhofer, 2005; Melitz, 2018; Christiansen, 2015), but also there is the fact that there will be more teaching tools to carry out the approach. We currently live in a technological era (Ahmadi, 2018; Kessler, 2018) by which teachers have access to different sources of content material (the internet and media) and interactive activities (digital platforms and apps). Since this era is continuously evolving, there will be more instruments to create a natural setting for language use; hence, more opportunities to implement CBI in language classrooms which will stimulate its importance.



Table 2

Models, Settings, and Levels of Education where CBI Was Used

Model of CBI	Setting	Level of Education	No of studies
Theme-based Model	EFL	Tertiary and primary levels	10 ^a
Sheltered Model	EFL – ESL	Tertiary levels	3 ^b
Adjunct Model	EFL	Tertiary levels	2

Note. N=15

a: Two studies were conducted at primary levels.

b: One study was carried out in a ESL setting.

Table 2 indicates that among the models of CBI, the theme-based model was the most employed because it appeared in 10 of 15 studies. Dueñas (2004), Davis (2003), and Grabe and Stoller (1997) support this finding by asserting that this is the most widely known and implemented. According to Dueñas (2004) and the analysis of the results, the supremacy of this model over the other ones occurs since it is not difficult to carry out and can take place at any level of education. In effect, the studies that used the theme-model were conducted at primary and tertiary levels. Besides, they used different themes and topics which evidences that there was not a limit in content selection. In addition, the researchers did not mention any problem during the treatments.

In spite of the fact that theory affirms that CBI can be used in either EFL or ESL settings at any level (Brinton et al, 1989; Davies, 2003; Richards & Rodgers, 2001; Snow, 2013), Table 2 demonstrates specific and concrete results. Fourteen of fifteen studies took place in EFL settings, and 13 were conducted at tertiary levels, proposing that CBI is mostly employed at universities in EFL contexts. A reason that might explain this result is that CBI



is the answer for the language demands that exist in EFL college communities that is the need to learn English to have access to more sources of content. According to Horn (2011), among EFL college students, and regardless of the career they major, there is a necessity to learn English because most of the information in their field of study is published in this language. The author also asserts that even for university students who attempt to get a higher level of education, having knowledge of English is a requirement. Here is where CBI plays the starring role. In some of the analyzed studies (Arslan & Saka, 2010; Corrales & Maloof, 2011; Knoblock & Youngquist, 2016; Sierra & Tamayo, 2016; Tseng, 2015; Tarakçioğlu & Yüce, 2014), the themes and topics in English courses were based on content from the participants' majors. This means that they learned English by getting information about their field of study. Therefore, CBI helps EFL College students develop their language proficiency and cover their scholar needs as they use English for having entry to academic content.



Table N 3

Effectiveness of CBI on Each Language Skill

Type of Skills	No of Studies	Ways by which CBI was effective	No of Studies	Skill	No of Studies	Learning Strategies and Activities that were used with CBI ^{a b}	No of Studies
Receptive Skills	6	Use of comprehensible materials	6	<i>Reading</i>	4	Guessing the meaning of words	4
						Inferencing	2
						Summarizing	2
						Concept mapping	1
				<i>Listening</i>	2	Predicting	2
						Listening for gist	2
		Listening for details	2				
Productive Skills	7	Reduction of learners' anxiety in oral production	5	<i>Speaking</i>	5	Read and report	1
						Role-plays	2
						Debates	1
		Activation of students' background content knowledge	2	<i>Writing</i>	2	Panel discussions	2
						Oral presentations	5
						Production of written output using the language forms from the text	2

Note. N=13

a: The activities and learning strategies were not classified independently; however, these were labeled and discussed in the analysis of the skill where they were used.

b: Some of them were mentioned in more than one study.



Table 3 aims to explain how CBI is effective in the development of each language skill, so the 13 studies that were selected focused on the enhancement of them. These were arranged under the type of skill they belong to, forming two big categories, receptive and productive skills. The studies from these categories were grouped in accordance with the way in which CBI was effective and the specific skill that was developed. Finally, the studies from each skill were coded based on the learning strategies and activities that were employed.

5.1 Content-Based Instruction on Receptive and Productive Skills

The results from Table 3 show that there is not a significant difference between the number of studies in the improvement of productive and receptive skills because from the total, six concentrated on receptive skills and seven on productive ones. In other words, this reflects that there is not such a preference for improving a certain type of language skill in CBI, so all of them are developed equally. Therefore, the findings confirm what theory mentions about this approach, which claims that it promotes all skills (Brinton et al, 1989; Brinton, 2003; Richards & Rodgers, 2001). According to Brinton (2003), this is possible due to the use of meaningful activities. Through these, the development of the skills is connected because learners comprehend information from listening and written input and then, express their ideas about that data through oral or written production. Since these activities are regularly implemented in CBI classes, they are the reason why the results are proportionally balanced.

Table 3 also shows that “the use of comprehensible materials” is the main reason for the development of receptive skills because all the studies from this category worked with them. Likewise, there are two main causes for the improvement of productive skills, “the reduction of learners’ anxiety in oral production” supported by five studies and “the activation of students’ background content knowledge” that was mentioned in two studies. Since the results about these types of skills are directly connected with the first research



question, “how does Content-Based Instruction improve language skills”, these are going to be analyzed in the upcoming segments.

5.2 The Effectiveness of Content-Based Instruction on Reading Skill

The findings from Table 3 show that all four studies that focused on reading used *comprehensible materials*. Besides, *guessing the meaning of words*, which is a learning strategy to foster vocabulary, was the most practiced in the four. Other strategies were also employed in these studies: *inferencing* in two, *summarizing* in two, *predicting* in two, and *concept mapping* in one.

In the studies that were synthesized, it could be observed the use of comprehensible texts (Khruawan & Dennis, 2017; Suwannoppharat & Kaewsa-ard, 2015; Knoblock & Youngquist, 2016; Tsai & Shang, 2010). These allowed the learners to expand their vocabulary through “guessing the meaning of words” using visual and contextual support. In other words, this type of input facilitated the participants’ cognitive process by granting images and clues in the text. Via this vocabulary fundament, the students could understand the text through *summarizing* (Suwannoppharat & Kaewsa-ard, 2015; Tsai & Shang, 2010) and *concept mapping* (Khruawan & Dennis, 2017), and then, they could participate in more complex procedures such as *inferencing* (Knoblock & Youngquist, 2016; Suwannoppharat & Kaewsa-ard, 2015) and *predicting* (Khruawan & Dennis, 2017; Tsai & Shang, 2010).

Therefore, these results suggest that the development of vocabulary through comprehensible input plays an elemental role during the reading process in CBI because with the increment of lexicon, learners have a basis for assimilating the information in the text and consequently, performing more complex actions during the lesson. This is supported by Wilkins (1972) who states that, “without vocabulary nothing can be conveyed” (pp. 111-112) and by Lewis (1993) who asserts that vocabulary is the most important part of language and



the starting point for fostering other language skills. Besides, Krashen (1989) directly upholds the usage of comprehensible materials in vocabulary development by asserting that “vocabulary is most efficiently attained by comprehensible input in the form of reading” (p. 440).

As a conclusion, it can be stated that the expansion of lexicon with comprehensible texts promotes the improvement of the reading skill because through this, students can discern the content of the materials and take part in more elaborated operations.

5.3 The Effectiveness of Content-Based Instruction on Listening Skill

The results from Table 3 demonstrate that all two studies that concentrated on listening implemented *comprehensible materials* and from the use of these, *listening for gist* and *listening for details* were the learning strategies of preference. Even though the sample was limited to make generalizations, the results could be interpreted because there were consistencies among them that led us to accomplish an analysis of how CBI works on the development of this skill.

In the studies that were reviewed (Chou, 2013; Tarakçioğlu & Yüce, 2014), the accuracy of the input was essential in listening development. Chou (2013) found that the inclusion of pictures and scripts with marker sentences facilitated the listening comprehension of the students. Similarly, Tarakçioğlu and Yüce (2014) showed that the useful content of the videos kept the learners listening carefully. Besides, in both studies, the participants got the main ideas of the listening materials with “listening and discuss” tasks (listening for gist) and identified specific information through comprehension checks (listening for details). Hence, the class was not concentrated merely on getting the global notion of the input because it also focused on certain details. While putting attention on exact



segments, the students attained language forms such as wh- structures (Chou, 2013) and the meaning and pronunciation of new words (Tarakcioğlu & Yüce, 2014).

According to Rost (2011), when students focus on global ideas, it is called extensive listening; on the other hand, when they concentrate on specific segments and language forms, it is called intensive listening. Listening for gist and listening for details are examples of these procedures respectively (Field, 2008). Therefore, the analysis of the studies propose that through comprehensible materials, CBI improves this skill by means of intensive and extensive listening practices where learners attain a general understanding of the content and learn vocabulary and grammatical units. Harmer (2008) supports this statement by saying that “students can improve their listening skill - and gain valuable language input - through a combination of extensive and intensive listening material and procedures” (p. 303). Similarly, Rost (2011) affirms that the development of both provides a complete and maximum increment of listening comprehension. Likewise, Field (2008) straightly corroborates the importance of using compressible materials by claiming that the effectiveness of intensive and extensive exercises depends on the content that students are exposed to and on the accuracy of the input.

Thus, in CBI, the inclusion of these two types of listening with appropriate materials fosters this skill completely because learners can comprehend the general and specific ideas of the input while learning grammatical forms and new vocabulary.

5.4 The Effectiveness of Content-Based Instruction on Speaking Skill

The results from Table 3 illustrate that five studies focused on speaking. In all these, CBI intervened effectively by *reducing the learners' anxiety in speaking*. In addition, *oral presentations* were the most used oral activities in each one. Other activities were also



implemented in the studies: *read and report* in one, *role-plays* in two, *debates* in one, and *panel discussions* in two.

In the studies that were considered for this part of the analysis, it could be observed that there was a reduction of the learners' anxiety during the oral discourse because the activities concentrated on interesting content rather than on grammatical topics. Consequently, the students were more confident of their oral production; as a result, their ideas were conveyed without hesitation or interruptions (Corrales & Maloof, 2009; Tseng, 2015; Hernández, 2005; Montero, Mora, & Rodriguez, 2016; Lai & Aksornjarung, 2017). These results are supported by Krashen's affective filter hypothesis (1982) that states that low levels of anxiety imply high levels of confidence which is an important characteristic in language development.

Since the class was content-based instead of language-based, the students were mainly concerned about conveying meaning. Thus, the analysis of the studies suggests that in CBI, students focus more on transmitting their ideas rather than on using specific language structures that drives them to deliver utterances eloquently and coherently. This is supported by Willis (as cited in Gutiérrez, 2005) who affirms that using language purposefully is a substantial form to cultivate oral discourse competence. In a like manner, Farabi, Hassanvand, and Gorjian (2017) assert that oral activities with communicative purposes where the topic is familiar enable "students' ability to speak the target language more fluently" (p. 23). Equally important, Lodola (2018) mentions the importance of being mainly communicative by claiming that too much attention to "form, i.e., grammar or vocabulary, increases the likelihood that learners may be distracted from the task itself" (para. 13).

As it was mentioned, the findings indicate that oral presentations were the most employed. According to King (2002) these are common communicative activities in language



classrooms. In these, the target language is used not only for giving the presentation but also for preparing it. Since learners plan and practice their exposition previously, they convey more organized ideas during their performance (Brooks & Wilson, 2014). Table 3 also indicates that some of the other activities that were used with the approach were *panel discussions, debates, role-plays*, etc. In these activities, students do not have too much time to prepare themselves for speaking as they have for oral presentations; hence, their oral production is more spontaneous. According to Blackmore (2012), learners “find difficult to speak spontaneously” (para. 1) which indicates that they do not feel comfortable during these assignments. Therefore, this opportunity for practicing and planning could be the reason that justifies why oral presentations are more used than any other oral activity in classrooms.

Although learners’ speaking ability is improved, since they focus on being communicative rather than grammatically accurate, they tend to commit errors. In the study held by Hernández (2005), the participants obtained benefits from oral presentations, but they made grammar mistakes such as subject omission and incorrect subject and verb agreement. However, it is imperative to mention that they were willing to speak the target language. This willingness to speak a foreign language is difficult to achieve because of students’ concerns and shyness about making errors (Tuan & Mai, 2015). Therefore, since CBI overcomes these problems, the contribution of this approach in oral production is remarkable rather than minimal because it breaks the inhibition of pupils in speaking the language.

In conclusion, the way by which CBI helps learners improve their speaking ability is through oral activities, mainly oral presentations that involve the exchange of meaning without demanding the use of specific language forms because it allows learners to speak the target language more fluently.



5.5 The Effectiveness of Content-Based Instruction on Writing Skill

The findings from Table 3 reflect that in the two studies that concentrated on writing production, CBI intervened effectively by activating *the students' background content knowledge*. In addition, in the same studies, *the language forms from the text were used as a reference* by the students for achieving their assignments. As well as in the listening skill, the sample was limited, but its results were coherent, so these could be analyzed and interpreted.

In the studies of Arslan and Saka (2010) and Heriyawati, et al. (2014), the activation of the students' background content knowledge through discussions increased the written output of learners. This development of writing is logical because when having more knowledge, there is more written production. This is supported by Sweigart (1991) who states that having sufficient content knowledge facilitates the flow of ideas. Furthermore, it could be observed the participants took the phrases (Heriyawati, et al., 2014) and the sentences in the passive voice (Arslan & Saka, 2010) from the text as a guide to create theirs. More precisely, they analyzed their patterns and structures and adapted them to their compositions. As a result, they displayed more technical and varied paragraphs, improving their writing performance.

Nunan (1999) defines the process of learning rules and producing new outcomes from the observation and examination of examples as *inductive learning*. Thus, the analysis of the empirical studies proposes that the exposure of students to new and different language constructions in CBI leads them to achieve grammatical rules inductively by which they are able to write more complex and sophisticated compositions. Stoller (2002) upholds this result by claiming that learners can internalize grammatical structures when they use them for conveying meaning. Similarly, Krashen (1988) affirms that at the beginning of language development, grammar should be acquired inductively through the natural process of reading because the more students read, the better they write. Likewise, Brown (2007) establishes that



there is a “superiority of an inductive approach to rules and generalizations” regarding grammar in writing (p. 100). Putthasupa and Karavi (2010) also state that learners’ writing performance is more accurate through inductive learning because they are able to correct their grammatical errors.

As a conclusion, in CBI, writing is developed not only by the increment of written output but also by an inductive process where students use the new language structures as an example to report their ideas, allowing them to create more productive and dynamic writing assignments.

Table 4

Students' Perceptions with the Use of CBI

Students' Perceptions	No of Studies	Reasons	No of Studies^a
Motivating	5	Use of Authentic materials	4
Interesting	1	Meaningful content	6

Note. N=6

a: The studies were counted more than one time.

Table 4 intends to show the perceptions of students towards the use of CBI in the classroom. Six studies were selected to answer the second research question, “which are the perception of students towards the use of Content-Based Instruction”. In these studies, the



learners mentioned their perceptions during the use of the approach. These were arranged in groups and later, they were divided following their reasons.

5.6 Content-Based Instruction on Students' Perceptions

The results from Table No 4 show that in five studies, the students affirmed that CBI was a motivating approach to learn English and in one, they said that studying with this approach was an interesting experience. In the ones in which the students declared that it was motivating, four studies stated that the reason was the use of authentic materials, and five said that it was the meaningfulness of their content. On the other hand, in the studies where the participants mentioned that it was interesting, the reason was the content of the materials.

In the studies of Arslan and Saka (2010), Corrales and Maloof (2011), Montero, et al. (2016), Lou (2015), and Sierra and Tamayo (2016), the students were willing to take part in activities that implied the use of more than one skill because they were affected positively by the topics and the different types of input. Consequently, using the language for real purposes and taking a “risk” in participating in complex tasks led them to assume that they were actually learning the language; as a result, they were motivated to continue participating in these.

According to Deci (1972), in intrinsic motivation, “there is no apparent reward except the activity itself” (p. 113), meaning that the students are engaged in activities for their own interest. Thus, the analysis of the studies suggests that with CBI, students are intrinsically motivated. This result corroborates what was said by Grabe and Stoller (1997) who claim that CBI fosters learners’ intrinsic motivation through its content, materials, and activities. Similarly, Mahdi (2009) supports this argument by affirming that integrating attractive content in language learning stimulates their intrinsic motivation.



It is imperative to remark that, as it was aforementioned, the students showed a feeling of success that kept them being involved in the activities. This fact is supported by Cherry (2019) who affirms that intrinsic motivation “may also give you a sense of progress when you see that your work is accomplishing something positive or competence when you learn something new or become more skilled at a task” (para. 8). Grabe and Stoller (1997) also add that “the ability to engage in increasingly more complex tasks successfully arguments intrinsic motivation and improves learning capacity” (p. 13)

Another reason for this intrinsic motivation on learners, aside from the nature of the materials and the content, is that for the participants in some studies, it was their first experience with a communicative language approach. For example, in the study conducted at a University in Colombia, the participants were used to traditional teacher-centered methods, and they had never learned English using the content of their majors (Sierra & Tamayo, 2016). Since there was a new interesting and dynamic way of language learning, they were more involved in the activities.

Even though CBI received good comments from the students, some of them struggled during the instruction. In one of the studies (Lou, 2015), a group of learners had low levels of English proficiency, so they could not neither acquire the content nor improve their language skills. Thus, it suggests that in CBI, in order to be effective, pupils should have at least a basic knowledge of the target language. However, the approach can overcome this issue by introducing the theme or topic with more visual support or by adjusting the material at a lower level than the regular where the students with low proficiency levels can understand it in such a way that later, the teacher can give them more challenging material.

As a conclusion, the perceptions of the students denote that CBI is an intrinsic motivating approach in which learners have an internal desire to participate in the language



learning process because the content and material go in hand with their interests and needs.

Although it was mentioned that CBI is not appropriate for some learners, in most of the cases, it was proved that it is suitable not only for language achievement but also for motivating purposes



CHAPTER VI: Conclusions and Recommendations

The purpose of this research synthesis was to analyze the effectiveness of CBI in English classrooms. In order to determine and understand the efficacy of this approach, this study focused on the factors that improved each language skill and on the students' impressions towards CBI. Fifteen published studies were coded and reviewed. The findings from the analysis on the skills suggested that CBI improves the reading skill through the increment of vocabulary, the listening skill via intensive and extensive listening procedures, the speaking skill with communicative activities, and the writing skill by means of inductive learning. Similarly, the results of the students' perceptions proposed that CBI promotes their intrinsic motivation since there is an internal interest in taking part in the learning experience due to the employment of useful and authentic materials. Even though the use of content in language classrooms causes positive effects on pupils, it was found that if they do not have at least a basic knowledge of the second or foreign language, the approach is not effective.

The analysis confirmed that some notable characteristics mentioned by theory are crucial for the good performance of CBI. Some of those are the use of comprehensible input, the integration of meaningful activities, and the activation of students' background knowledge. Likewise, it suggested that some elements that are not usually remarked by CBI specialists are also the core part of the improvement of English language competence. Those are strategies such as "guessing the meaning of words" for reading, "listening for gist" and "listening for details" for listening, and the inductive learning for writing.

Although the present research synthesis was held with the idea of covering an issue in the research area, it can also be useful in the pedagogical field. As it was explained at the beginning of this paper, some teachers do not have an appropriate comprehension of CBI effectiveness. Therefore, this paper may help these teachers because it displays its



effectiveness by analyzing empirical evidence and supporting it with theory. In other words, it is a source for teachers to understand the efficacy of the approach not only from a theoretical but also from a pragmatic perspective, showing how it actually works in English language classrooms. In a like manner, it may promote the interest of English instructors in communicative approaches and foment the inclusion of CBI in classrooms where it has not been conducted.

Based on the analysis and its results, there are certain recommendations for future research studies. It is imperative to mention that the great majority of the studies that were selected occurred in EFL environments; therefore, a suggestion is that more studies about CBI should be held in ESL settings because there is just a small proportion of them that have been conducted in that context. Likewise, as it was mentioned in the analysis, the sample for listening and writing skills was limited, so upcoming empirical studies should concentrate on those skills. Considering these recommendations, the academic community will have a wider and more appropriate knowledge about the effects of an approach that nowadays is employed in all language classrooms.



References

- Ahmadi, M. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, 3(2), 116-125.
- Arslan, R., & Saka, C. (2010). Teaching English to Science Students via Theme-Based Model of Content-Based Instruction. *Journal of Turkish Science Education*, 7(4), 26-36.
- Blackmore, A. (2012). *Teaching English*. Retrieved from Motivating Speaking Activities for Lower Levels: <https://www.teachingenglish.org.uk/article/motivating-speaking-activities-lower-levels>
- Brinton, D. (2003). Content-Based Instruction. In D. Nunan, & D. Nunan (Ed.), *Practical English Language Teaching* (First ed., pp. 199-224). New York: McGraw-Hill Contemporary.
- Brinton, D., & Snow, M. (2017). The Evolving Architecture of Content-Based Instruction. In D. Brinton, & M. Snow, *The Content-Based Classroom: New Perspective on Integrating Language and content* (Second ed., pp. 2-21). Ann Arbor: University of Michigan Press.
- Brinton, D., Snow, M. A., & Wesche, M. B. (1989). *Content Based Second Language Instruction*. New York: Newbury House Publishers.
- Brooks, G., & Wilson, J. (2014). Using Oral Presentations to Improve Students' English Language Skills. *Kwansei Gakuin University Humanities Review*, 19, 199-212.



- Brown, D. (2007). *Principles of Language Learning and Teaching* (Fifth ed.). White Plains, NY: Pearson Longman.
- Bueno, K. A. (2002). Creating Community and Making Connections in the Third-Year Spanish Course: A Content-Based Approach. *Foreign Language Annals*, 33(3), 333-342.
- Butler, J. G. (2005). Content-Based Instruction in EFL Contexts: Considerations for Effective Implementation. *JALT Journal*, 27(2), 227-245.
- Chamot, A. U. (2001). Teaching Learning Strategies in Immersion Classrooms. *The Bridge: From Research to Practice, ACIE Newsletter*, 1-8.
- Cherry, K. (2019). *Very Well Mind*. Retrieved from Very Well mind: Intrinsic Motivation: <https://www.verywellmind.com/what-is-intrinsic-motivation-2795385>
- Chou, M. H. (2013). A Content-Based Approach to Teaching and Testing Listening Skills to Grade 5 EFL learners. *International Journal of Listening*, 27, 172-185.
- Christiansen, T. (2015). The Rise of English as the Global Lingua Franca: Is the World Heading Towards Greater Monolingualism or New Forms of Plurilingualism? *Lingue Linguaggi*, 15, 129-154.
- Corrales, K., & Maloof, C. (2009). Evaluating the Effects of CBI on an English for Medical Students Program. *Latin American Journal of Content & Language Integrated Learning*, 2(1), 15-23.
- Corrales, K., & Maloof, C. (2011). Student Perceptions on How Content Based Instruction Supports Learner Development in a Foreign Language Context. *Zona Próxima*(15), 40-53.



- Davies, S. (2003). Content-Based Instruction in EFL Contexts. *The Internet TESL*, 4(2).
- Davis, C. P. (2019). *Symptoms and Signs of Symptoms and Signs: Anxiety*. Retrieved from Emedicinehealth:
https://www.emedicinehealth.com/anxiety_symptoms_and_signs/symptom.htm
- Deci, E. (1972). Intrinsic Motivation, Extrinsic Reinforcement, Inequity. *Journal of Personality and Social Psychology*, 22(1), 113-120.
- Dörnyei, Z., & Otto, I. (1998). Motivation in Action: A Process Model of L2 Motivation. In *Working Papers in Applied Linguistics* (Vol. 4, pp. 43-69). Thames Valley University.
- Dueñas, M. (2003). A Description of Prototype Models for Content-Based Language Instruction in Higher Education. *Bells: Barcelona English language and literature studies*, 12, 1-11.
- Dueñas, M. (2004). The Whats, Whys, Hows and Whos of Content-Based Instruction in Second Foreign Language Education. *International Journal of English Studies*, 4(1), 73-96.
- Farabi, M., Hassanvand, S., & Gorjian, B. (2017). Using Guided Oral Presentation in Teaching English Language Learners' Speaking Skills. *Journal of Applied Linguistics and Language Learning*, 3(1), 17-24.
- Field, J. (2008). *Listening in The Language Classroom*. Cambridge: Cambridge University Press.
- Grabe, W., & Stoller, F. (1997). A Six-T's Approach to Content-Based Instruction. In M. A. Snow, D. Brinton, M. A. Snow, & D. Brinton (Eds.), *The Content-Based Classroom: Perspectives on Integrating Language and Content*. (pp. 78-94). NY: Longman.



- Grabe, W., & Stoller, F. (1997). Content-Based Instruction: Research Foundations. In M. A. Snow, D. Brinton, M. A. Snow, & D. Brinton (Eds.), *The Content Based Classroom: Perspectives on Integrating Language and Content* (pp. 5-21). NY: Longman.
- Harmer, J. (2008). *The Practice of English Language Teaching* (fourth ed.). Harlow, England: Longman.
- Heriyawati, D. F., Sulisty, T., & Sholeh, A. (2014). The Implementation of Content-Based Approach in Improving Academic Writing Skills of EFL Students. *LiNGUA*, 9(2), 136-144.
- Hernández, A. (2005). Content-Based Instruction in an English Oral Communication Course at The University of Costa Rica. *Actualidades Investigativas en Educación*, 5(2), 1-28.
- Hilado, H. C. (2015). Content-based Instruction: Exploring Its Strengths and Weaknesses. *Sripatum University Chonburi Journal*, 11(3), 31-36.
- Horn, B. (2011). The Future Is Now: Preparing a New Generation of CBI Teachers. *English Teaching Forum*, 49(3), 3-11.
- Ibrahim, N. A. (2018). Investigating the Significance of the Communicative Approach in Teaching Grammar and Language Learning Activities—A Case Study of General English Students at Red Sea Universit. *Science PC*, 4(3), 72-79.
- Kessler, G. (2018). Technology and the Future of Language Teaching. *Foreign Language Annals*, 51(1), 205-218.



- Khruawan, P., & Dennis, N. (2017). A Study of English Reading Comprehension Using Content-Based Approach . *International Journal of Research - Granthaalayah*, 5(1), 368-375.
- King, J. (2002). Preparing EFL Learners for Oral Presentations. *Dong Hwa Journal of Humanistic Studies*, 1(4), 401-418.
- Knoblock, N., & Youngquist, J. (2016). College-Level Sheltered Instruction: Revisiting The Issue of Effectiveness. *Journal of the Scholarship of Teaching and Learning*, 16(5), 49-69.
- Krapp, A., Hidi, S., & Renninger, A. (1992). Interest, Learning and Development. In A. Krapp, S. Hidi, A. Renninger, A. Krapp, S. Hidi, & A. Renninger (Eds.), *The Role of Interest in Learning and Development* (pp. 3–25). Hillsdale, NJ: Erlbaum.
- Krashen , S. (1988). Teaching Grammar: Why Bother? *California English*, 3(3), 3.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press Inc.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Harlow: Longman.
- Krashen, S. (1989). We Acquire Vocabulary and Spelling by Reading: Additional Evidence for the Input Hypothesis. *The Modern Language Journal*, 73(4), 440-464.
- Lai , Y., & Aksornjarung, P. (2017). The Effects of Content-Based Instruction on Listening and Speaking Abilities of Thai EFL University Students. *Journal of Creative Practices in Language Learning and Teaching*, 5(2), 1-20.
- Lewis, M. (1993). *The Lexical Approach: The State of ELT and a Way Forward*. Hove, England: Language Teaching Publications.



Littlewood, W. E. (1981). *Communicative Language Teaching*. (M. Swan, Ed.) New York: Cambridge University Press.

Lodola, S. (2018). *Fluent Simple*. Retrieved from Communication Skills in a Foreign Language: Achieve Fluency by Solving Tasks:
<https://www.fluentsimple.com/communication-skills-foreign-language/>

Lou, Y. (2015). An Empirical Study of Content-Based Instruction Applied in Non-English-Majored Graduate English Teaching in the Post-Massification. *Creative Education*, 6, 1578-1583.

Mahdi, G. (2009). Learner's Integrative Motivation to Language Learning and Literary Content – Based Instruction. *Journal of Al-Qadisiya University*, 12(2), 27-46.

Manaj, L. (2014). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature studies*, 1(1), 29-31.

Melitz, J. (2018). English as a Lingua Franca: Facts, Benefits and Costs. *The World Economy*, 41(7), 1750-1774.

Met, M. (1998). Curriculum Decision-Making in Content-Based Language Teaching. In J. Cenoz, F. Genesse, J. Cenoz, & F. Genesse (Eds.), *Beyond Bilingualism: Multilingualism and Multilingual Education* (pp. 35-63). Philadelphia: Multilingual Matters Ltd.

Ministry of Education of Ecuador. (2016). *National Curriculum Guidelines English as a Foreign Language*. Quito. Retrieved from Ministerio de Educación.



- Montero, T. V., Mora, J. A., & Rodriguez, J. D. (2016). Enhancement of Oral Production through the Teaching of Culture in Content-Based Instruction. *Revista de Lenguas Modernas*(24), 317-37.
- Norris, J., & Ortega, L. (2006). The Value and Practice of Research Synthesis for Language Learning and Teaching. In J. Norris, & L. Ortega, *Synthesizing Research on Language Learning and Teaching* (Vol. 13, pp. 3-52). Philadelphia: John Benjamins Publishing Company.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publishers.
- Putthasupa, P., & Karavi, P. (2010). Effects of Inductive Approach on Teaching Grammar in the Writing Course. *The 2nd International Conference on Humanities and Social Sciences*, 1-11.
- Richards, J., & Rodgers, T. (2001). Content-Based Instruction. In J. Richards, & T. Rodgers, *Approaches and Methods in Language Teaching* (Second ed., pp. 204-222). New York: Cambridge University Press.
- Rost, M. (2011). *Teaching and researching listening* (Second ed.). (C. Candlin, & D. Hall, Eds.) Harlow, England: Pearson Education Limited.
- Seidlhofer, B. (2005). English as a Lingua Franca. *ELT Journal*, 59(4), 339-341.
- Sierra, N., & Tamayo, L. (2016). La implementación del Modelo Adjunto de la Enseñanza Basada en Contenidos en un Laboratorio de Química Farmacéutica en una Universidad Pública Colombiana. *Lenguaje*, 44(2), 289-311.



- Snow, M. (2013). Content-Based Language Instruction. In C. A. Chapelle, & C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 906-911). Chichester, West Sussex, UK: Blackwell Publishing Ltd.
- Stoller, F. (2002). *Content-Based Instruction: A Shell for Language Teaching or a Framework for Strategic Language and Content Learning?* Retrieved from Center for Advanced Research on Language Acquisition (CARLA).
- Stoller, F. (2002). Promoting the Acquisition of Knowledge in a Content Based Course. In J. A. Crandall, D. Kaufman, J. A. Crandall, & D. Kaufman (Eds.), *Content-Based Instruction in Higher Education Settings* (pp. 109-123). Alexandria: TESOL Publications.
- Stoller, F. (2004). Content-Based Instruction: Perspectives on Curriculum Planning. *Annual Review of Applied Linguistics*, 24, 261-283.
- Stoller, F. L., & Fitzsimmons-Doolan, S. (2016). Content-Based Instruction. In N. Van Deusen-Scholl, & S. May, *Second and Foreign Language Education* (pp. 1-14). Springer International Publishing.
- Stryker, S. B., & Leaver, B. L. (1997). Content-Based Instruction: From Theory to Practice. In S. B. Stryker, S. B. Stryker, & B. L. Leaver (Eds.), *Content-Based Instruction in Foreign Language Education: Models and Methods* (pp. 3-28). Washington D.C: Georgetown University Press.
- Suwannoppharat, K., & Kaewsa-ard, A. (2015). Utilization of Content-Theme-Based Instruction: An Overhaul of English Language Learning for Non-native English Learners. *International Journal of English Language Education*, 3(1), 115-126.



- Sweigart, W. (1991). Classroom Talk, Knowledge Development, and Writing. *Research in the Teaching of English*, 25(4), 469-496.
- Tarakçioğlu, A. Ö., & Yüce, E. (2014). Enhancing Receptive Skills in Foreign Language Courses through CBLI Applications with Specific Reference to Engineering. *Journal of International Social Research*, 7(32), 533-539.
- Tsai, Y.-L., & Shang, H.-F. (2010). The Impact of Content-Based Language Instruction on EFL Students' Reading Performance. *Asian Social Science*, 6(3), 77-85.
- Tseng, C.-T. (2015). Implementation and Perspectives of a Content-Based Instruction Course in an EFL Context. *International Journal of English Language Teaching*, 3(8), 1-18.
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at LE Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8-23.
- Vega, O. (2018). An Analysis of the Most Common Methods Used to Teach English as a Second and Foreign Language. *MEXTESOL Journal*, 42(3), 1-5.
- Wesche, M. (1993). Discipline-Based Approaches to Language Study: Research Issues and Outcomes. *Language and Content: Discipline- and content-based approaches*, 57-79.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. (E. Arnold, Ed.) London, Australia: MIT Press.
- Zakime, A. (2018). *What is the Communicative Approach?* Retrieved from What is ELT?: <https://www.whatiselt.com/single-post/2018/08/23/What-is-the-Communicative-Approach>



Appendix



The next studies were used for the analysis.

Author/Year	Name of The Study
Arslan and Saka, 2010	“Teaching English to Science Students via Theme-Based Model of Content-Based Instruction”
Chou, 2013	“A Content-Based Approach to Teaching and Testing Listening Skills to Grade 5 EFL learners”
Corrales and Maloof, 2009	“Evaluating the Effects of CBI on an English for Medical Students Program”
Heriyawati, Sulisty, and Sholeh, 2014	“The Implementation of Content-Based Approach in Improving Academic Writing Skills of EFL Students”
Hernández, 2005	“Content-Based Instruction in an English Oral Communication Course at The University of Costa Rica”
Khruawan and Dennis, 2017	“A Study of English Reading Comprehension Using Content-Based Approach”
Knoblock and Youngquist, 2016	“College-Level Sheltered Instruction: Revisiting The Issue of Effectiveness”
Lai and Aksornjarung, 2017	“The Effects of Content-Based Instruction on Listening and Speaking Abilities of Thai EFL University Students”
Lou, 2015	“An Empirical Study of Content-Based Instruction Applied in Non-English-Majored Graduate English Teaching in the Post-Massification”
Montero, Mora, and Rodriguez, 2016	“Enhancement of Oral Production through the Teaching of Culture in Content-Based Instruction”
Sierra and Tamayo, 2016.	“La implementación del Modelo Adjunto de la Enseñanza Basada en Contenidos en un Laboratorio de Química Farmacéutica en una Universidad Pública Colombiana”
Suwannoppharat and Kaewsard, 2015	“Utilization of Content-Theme-Based Instruction: An Overhaul of English Language Learning for Non-native English Learners”
Tarakçioğlu and Yüce, 2014	“Enhancing Receptive Skills in Foreign Language Courses through CBLI Applications with Specific Reference to Engineering”



Tsai and Shang, 2010	“The Impact of Content-Based Language Instruction on EFL Students' Reading Performance”
Tseng, 2015	“Implementation and Perspectives of a Content-Based Instruction Course in an EFL Context”