

Tikrit University
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Methodology

**Content-Based Instruction(CBI) and Content and
Language Integrated Learning (CLIL)**

(Ch:6)

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Content-Based Instruction(CBI) and Content and Language Integrated Learning (CLIL)

Introduction

Q1:What are the basic goals of CBI and CLIL? What are some of the similarities? Can you describe some ways in which CBI and CLIL are different?

Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or subject matter that students will acquire, such as history or social studies, rather than around a linguistic or other type of syllabus. Students thus learn the language and content at the same time, and each supports the development of the other.

While the term **content-based Instruction** has been commonly used to describe programs of this kind, particularly in North America, in Europe-related approach is known as **Content and Language Integrated Learning (CLIL)**. The two approaches differ slightly in focus, much in the way that Situational language Teaching and the Audiolingual Method (one developed in Europe and the other in the United States) differ in the focus.

Both CBI and CLIL are part of a growing trend in many parts of the world to use English as a medium of instruction. They have features in common, but they are not identical.

CBI involves a language teacher who teaching through English, working with a content teacher to co-teach a course , or a content teacher designing and teaching a course for ESL learners.

CLIL curriculum may originate in the language classes ,where as CBI tend to have as its starting point the goals of a content class.

CBI emerged somewhat organically, advocated by a number of academics and educators supported by an extensive literature extending over a considerable period of time but without official sanction.

CLIL was officially proposed in a European Commission policy paper in which member states were encouraged to develop "teaching in schools through the medium of more than one language".

Both CBI and CLIL are approaches rather than methods, since they refer to a set of principles for the design of language courses but do not prescribe the methods that can be used with them.

The differences between **CBI** and **CLIL**

	1- CBI refers to an approach to second language teaching in which teaching is organized around the content or subject matter that students will acquire, such as history or social studies, rather than around a linguistic or other type of syllabus
1- CLIL developed in Europe	2- CBI in the United States
	3- CBI involves a language teacher who teaching through English, working with a content teacher to co-teach a course , or a content teacher designing and teaching a course for ESL learners.
2- CLIL curriculum may originate in the language classes .	4- CBI tend to have as its starting point the goals of a content class.
3- CLIL was officially proposed in a European Commission policy paper in which member states were encouraged to	5- CBI emerged somewhat organically, advocated by a number of academics and educators supported by an extensive literature extending over a considerable

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The similarities between **CBI** and **CLIL**

1- Both CBI and CLIL are part of a growing trend in many parts of the world to use English as a medium of instruction. They have features in common, but they are not identical.

2-Both CBI and CLIL are approaches rather than methods, since they refer to a set of principles for the design of language courses but do not prescribe the methods that can be used with them.

Several reasons explain the expansion of programs of this kind in recent years.

1-An application of Principles of Communicative Language Teaching

A defining principle of CLT is that classrooms should focus on real communication and the exchange of information: an ideal situation for second language learning , therefore, would be one where the subject matter of language teaching was not grammar or functions or some other language-based unit of organization, but the content.

2-The basis for on-arrival and mainstreaming programs.

Since the latter part of the twentieth century, many English -speaking countries have received large numbers of immigrants as well as people displaced by upheavals in their own countries. On-arrival programs typically focus on the language needed to learn how to deal with differing kinds of real-world content as a basis for social survival.

Content-based programs have commonly been used in these situations.

These programs focus on giving students the language and other skills needed to enter the regular school curriculum. Such skills involve learning how to carry out academic tasks and understand academic content through

a second language. CBI was seen as an approach that would promote both academic skills development and language proficiency.

3-Support for immersion education.

In attempts to promote language learning by majority language speakers , such as English-speaking Canadians studying French, an approach known as immersion education has been used in some countries.

Immersion Education is a type of foreign language instruction in which the regular school curriculum is taught through the medium of the foreign language. The Foreign language is the vehicle for content instruction; it is not the subject of instruction. Thus, for example, an English-speaking child may enter a primary school where all content materials are taught in French. Student goals for the Immersion Program include:

A-Developing a high level of proficiency in the foreign language

B- Developing positive attitudes towards those who speak the foreign language and towards their culture.

C-Developing foreign language commensurate with expectations for a student's age and abilities.

D-Gaining designated skills and knowledge in the content areas of the curriculum.

4- Promotion of bilingualism through CLIL

In Europe the substantial increase in CLIL-based programs of different kinds is part of a policy to promote bilingualism in Europe, as referred in the European Commission's White Paper Teaching and Learning :Towards the Learning society.

Approach

CBI and CLIL are built around a number of core principles that can be stated as follows:

1-People learn a SL more successfully when they use the language as a means of understanding content, rather than as an end in itself. (focus on language only).

2-CBI better reflects learners' needs for learning a SL.

3-Content provides the basis for activating both the cognitive (thinking, reasoning, memory, attention) and the interactional (ways in which people communicate and engage with others through language) processes that are the starting point for SLL.

Brinton (2007) provides a more detailed rationale for CBI:

1-The content-based curriculum Integrates **Language** and **Content**

2-Addressing **Learners' Interests** and Real-World Language Use

3-Creating **Ideal** Learning Environments

4-Supporting **Diverse** Proficiency Levels and Skill Sets

5-It views language **as part of a larger communication** framework.

6-It emphasizes the need for sustained, authentic content in language learning.

7-It sees rich, **comprehensible input as necessary but not sufficient** for high-level academic language proficiency.

8-It stresses the importance of **feedback** on **accuracy**.

9-It supplements exposure to input with **grammar, vocabulary, and stylistic** instruction.

10-It aims to achieve a **balance** between **fluency** and **accuracy**.

In the case of CLIL, principles described by Coyle et al. (2010: 42), as follows:

1-Content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills (personalized learning).

2-Content is related to learning and thinking processes (cognition).

3-The language learned needs to be related to the learning context, to learning through that language.

4-Interaction in the learning context is fundamental to learning.

5-Intercultural awareness is fundamental to CLIL.

6-CLIL is embedded in the wider educational context

Theory of Language in CBI and CLIL

A number of assumptions about the nature of language underlie CBI and CLIL. These can be summarized as follow:

1-Lexis is central in integrating language and content.

2- Grammar is a source for communicating content.

3-Language is text and discourse-based.

4-Language use draws on Integrated skills.

Theory of Learning

A number of assumptions about the nature of language underlie CBI and CLIL. These can be summarized as follows :

1.Comprehension is a necessary condition for second language learning to occur. The goal of teachers through any type of content-based program is to enable students to comprehend the curriculum presented through the second language. Making subject matter comprehensible through the way language is used is hence crucial in CBI and CLCI. In order to make content comprehensible to learners, teachers need to make the same kinds of adjustments and simplifications that native speakers make in communicating with second language learners. These

modifications include using a slower rate of speech , adjusting the topic.....

2-Negotiation of meaning play an important role in understanding content. This refers to the collaboration of both teachers and learners in understanding content. Negotiation of meaning may take several forms: the meaning may be realized through several exchanges rather than in a single exchange, one speaker may expand on what the other said.....

3-Learning is facilitated by corrective feedback. Learners do not pick up language when engaged in CBI and CLIL. They also develop language awareness and language accuracy through the kinds of corrective feedback the teacher provides. There are six types of feedback:

1-clarification request 2-Explicit correction 3- recast 4-elicitation 5-Repetition 6-Metalinguistic feedback

4-Learning of both content and language is facilitated by dialogic talk. Effective discourse in CBI and CLIL classrooms is said to have the features of dialogic talk. Dialogic teaching is to be an essential component of CBI and CLIL-based pedagogy both because of its cognitive potency and the opportunities it provides for exposure to and use of rich language in the classroom.

5-Prior knowledge plays an important role in CBI. Learners bring many different kinds of prior knowledge to learning including knowledge about the world and knowledge about the events, situations, and circumstances and the roles people play in them.

6-Scaffolding learning plays an important part in CBI and CLIL. Scaffolding is defined as the temporary assistance by which a teacher helps a learner know how to do something, so that the learner will be able to complete a similar task alone. In the classroom scaffolding is the process of interaction between two or more people as they carry out a classroom activity and where one person has more advanced knowledge than the other. In CLIL contexts, teachers scaffolding is even more necessary as students need to process and express complex ideas in a foreign language.

Design

Objectives

The aims of content-based courses (CBI) and CLIL courses are varied and do not necessarily overlap because of the different contexts in which they occur. CBI courses have been described as ranging from those that are more content-driven, to those that are more language driven, as shown in the following table from Met (1999).

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Content-Driven CBI	Language-Driven CBI
Content is taught in the second language (L2)	Content is used to learn the second language (L2)
Content learning is the priority	Language learning is the priority
Language learning is secondary	Content learning is incidental
Content objectives are determined by course goals or curriculum	Language objectives are determined by L2 course goals or curriculum
Teachers must select language objectives to be integrated	Students are evaluated on content to be integrated
Students are evaluated on content mastery	Students are evaluated on language skills/proficiency

Goals for CLIL programs. These goals can be general or specific. Here are some examples of general CLIL goals:

- Develop intercultural communication skills
- Prepare students for internationalization
- Offer opportunities for studying content from various perspectives
- Provide access to subject-specific terminology in the target language
- Improve overall target language proficiency
- Develop oral communication skills
- Diversify classroom practices
- Increase student motivation

Coyle et al. (2010: 17) give examples of more specific CLIL goals, in the domains of both:

content

- Content Multiple perspectives for study
- Preparing for future studies
- Skills for working life
- Accessing subject-specific knowledge in another language.

language

- Language Improving overall target language competence
- Developing oral communication skills
- Deepening awareness of both first languages and CLIL languages
- Developing self-confidence as a language learner and communicator
- Introducing the learning and use of another language.

Proponents of CLIL argue that it should develop proficiency in both academic and social language use.

- **Academic language** (CALP): This refers to the specific skills needed for complex academic tasks.
- **Social language** (BICS): This refers to the everyday communication skills used in basic interactions.

CLIL learners might be strong in CALP but lack BICS because CLIL environments don't naturally develop social language skills. CLIL teachers need to find ways to address this gap. In contrast, students in ESL settings (CBI) often develop BICS more naturally through everyday interactions.

The syllabus

The syllabus for a CBI course depends on its focus: **content** or **language**.

- **Content-driven** CBI: Subjects like geography (visual, uses maps) are good choices.
- **Language-driven** CBI: A traditional language syllabus might be the core, with content chosen for engagement, and language proficiency assessed.

CLIL syllabuses also depend on the **approach** and learner **age** (young learners, secondary, tertiary).

Types of Learning and Teaching Activities:

There are a number of descriptions of activity types in CBI. Stoller and Grabe (1997) provide a list of activities classified according to their instructional focus. This include:

- 1-Language skills improvement
- 2-Vocabulary building 3-Discourse organization
- 4-Communicative interaction 5-Study skills
- 6-Synthesis of content materials and grammar

Crandall (2012) reviews the range of teaching activities that can be used according to the type a course and its context:

CLIL: Activities that increase student motivation in a more natural manner, involving cooperative, task-based, experiential, and project-based learning.

CBI: Lessons include authentic and adapted oral and written subject matter materials (textbooks, audio, visual materials, and other learning materials) appropriate for learners' cognitive and language proficiency levels or made accessible through bridging activities.

Both CLIL and CBI approaches focus on using language to perform tasks and construct meaning. Activities should be meaningful, engaging, and relevant to the learners. Materials should be appropriate for the learners' level and can be adapted as needed .CBI and CLIL learning activities are not intrinsically different ,but may differ only in practice because of the age of the learners and their other needs .

Learner roles

Q/ What is the goal of learners in CBI ?

A goal in CBI is for learners to become autonomous so that they come to “ understand their own learning process and ... take charge of their own learning from the very start” .

In CBI learners are expected to acquire language together with content through the noticing and awareness-raising activities the teacher makes use of - hence, the learner is expected to process language consciously as well as intuitively.

Q/ What are the roles of learners or students in CLIL ?

The respective roles of the teachers and students are central to CLIL, because its very nature tends to demand more student-centered approaches. Students regularly acknowledge that CLIL courses are difficult, especially at the beginning. Moreover it is certain that engaging with and learning appropriately cognitively challenging content through another language requires a depth of processing which cannot be attained when the teacher is simply in transmission mode.

Thus, both CBI and CLIL require active participation on the part of the learner, with a goal toward learner autonomy.

Roles of Teachers

The roles of teachers in Content-Based Instruction (CBI) and Content Language Integrated Learning (CLIL). It highlights the demanding nature of these roles compared to traditional language teaching. Teachers in CBI and CLIL are expected to collaborate with other teachers, design courses and materials, and adapt authentic materials for classroom use. They also need to create learner-centered classrooms and analyze student needs.

What is the role of instructional material in both (CBI) and (CLIL) , and why ?

1-material used to teach content subjects.

2- variety of different forms of authentic materials. Why ?

- Because context- and situation-specific materials are required with both approaches, commercial textbooks are not usually available.

What are kinds of materials (CBI) (CLIL)?

- Use of both authentic and adapted oral and written subject matter materials to ensure they are motivating and appropriate to the cognitive and language proficiency level of the learners., including the use of demonstrations, visuals, chart, breaking down information into smaller chunks, pre-teaching vocabulary .

Contemporary models of CBI and CLIL

The principles of CBI and CLIL can be applied to the design of courses for learners at any level of language learning. The following are examples of different applications of CBI and CLIL.

CBI courses

The four models listed below are all appropriate for university courses. Courses at the elementary and secondary levels tend to use a theme-based or adjunct approach.

1- Theme-based model

This is a language course in which the syllabus is organized around themes or topics such as “ the modern cinema” or“ cities.

2- Sheltered model

This refers to content courses taught in the second language by a content-area specialist to a group of ESL learners who have been grouped together for this purpose.

3- Adjunct model

In this model, students are enrolled in two linked courses, one a content course and one a language course, with both courses sharing the same content base and complementing each other in terms of mutually

coordinated assignments. These courses are often designed to prepare students for “mainstreaming”

4- Skills-based model

This is characterized by a focus on a specific academic skill area (e.g., academic writing) that is linked to concurrent study of specific subject matter in one or more academic disciplines, and hence it has much in common with an ESP (English for Specific Purposes) or EAP (English for Academic Purposes) approach.

CLIL courses

Advocates of CLIL often describe it with what one reviewer (Paran 2013: 140) refers to as “rather grandiose pronouncements.” The following is typical:

CLIL is a lifelong concept that embraces all sectors of education from primary to adults, from a few hours per week to intensive modules lasting several months. It may involve project work, examination courses, drama, puppets, chemistry practicals and mathematical investigations. In short, CLIL is flexible and dynamic, where topics and subjects-foreign languages and non-language subjects-are integrated in some kind of mutually beneficial way so as to provide value-added educational outcomes for the widest possible range of learners.

The all-encompassing nature of CLIL courses is seen in Coyle et al. (2010:18-22), who give the following examples of CLIL courses at primary and secondary level. The first three examples pertain to primary school (ages 5-12) and the remainder to secondary school (ages 12-19).

- Confidence-building:
- Development of key concepts and learner autonomy.
- Preparation for a long-term CLIL program.

At the secondary level, some logistical considerations become important

- Dual-school educate
- Bilingual education.

- Interdisciplinary module approach. • Language-based projects.
- Specific-domain vocational CLIL.

Procedure

Since CBI and CLIL refer to an approach rather than a method, no specific techniques or lesson procedures are associated with either model. In a content-driven approach, procedures typically used to teach subject matter in a content class are used, with appropriate adjustments according to the learners' level of language proficiency.

Conclusion

Content-based approaches to language teaching have been widely used in a variety of different settings, and approaches based on content-based learning are becoming increasingly popular in Europe. CBI raises important issues for both teachers and learners. Critics have noted that most language teachers are trained to teach language as a skill rather than to teach a specific content subject and are therefore not qualified to teach a language that they have not been taught. Group teaching proposals involving language teachers and subject teachers are often considered impractical and are likely to reduce their effectiveness. Teachers who are teaching their subject in CLIL need ongoing preparation and support to complete the process. Both approaches involve assembling appropriate teaching materials and resources. Given the complexity of the issues involved, results are often inconclusive. Many factors relating to the school environment and the number of students may determine whether CLIL is successful, depending on the circumstances. Given that both CBI and CLIL approaches are widely adopted in many parts of the world, it is likely that they will continue to be used.