

USING CBI ACTIVITIES TO FOSTER STUDENTS ORAL PRODUCTION

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Submitted to the Faculty of Human Sciences in partial

fulfillment of the requirements for

the degree of B.A in the Department

of Linguistics and Languages

University of Nariño

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San Juan de Pasto

2012

Nota de responsabilidad

“las ideas y conclusiones aportadas en el trabajo de grado son responsabilidad exclusiva de sus
autores”

Artículo 1 del acuerdo número 324 del 11 de Octubre de 1966, emanada del honorable consejo
directivo de la Universidad de Nariño”

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San Juan de Pasto, Agosto de 2012

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and my aunts and my uncle for their invaluable support.

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Resumen

Este estudio investigó los efectos del uso de las actividades de CBI (Instrucción basada en contenido) para fomentar la producción oral de los estudiantes en un grupo de diecisiete alumnos. Los participantes fueron estudiantes de quinto grado de la escuela primaria que pertenecían al "Centro Educativo Colombo Suizo", que es una escuela ubicada en San Juan de Pasto. Hubo cuatro temas que se enseñaron a los estudiantes, los temas estaban relacionados con los aspectos históricos de nuestra ciudad, para analizar el efecto de las actividades de CBI. Los resultados demostraron que el uso de CBI (Instrucción basada en contenido) actividades para fomentar la producción oral a los estudiantes es un tema complejo cuando los alumnos son principiantes. Por lo tanto, algunas recomendaciones se expresan para el público para aplicar el enfoque de una manera más eficaz.

Abstract

This research investigated the effects of using CBI (Content Based Instruction) activities to foster students' oral production of a group of seventeen students. The participants were learners of fifth grade of elementary school who belonged to "Centro Educativo Colombo Suizo" that is a school located in San Juan de Pasto. There were four topics that were taught to the students; the topics were related to the Historical aspects of our city, to analyze the effect of CBI. The results demonstrated that the use of CBI (Content Based Instruction) activities to foster students' oral production is a complex issue when the learners are beginners. Therefore, some recommendations are expressed for the audience to apply the approach in a more effective way.

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Using CBI Activities To Foster Students Oral Production

Nowadays, it is well known in the classrooms that teachers have difficulties when they try to develop an oral activity, because students do the task by heart, using some keywords without using the language in a natural way.

This can be explained by observing the lack of oral production in the students inside the classroom fostered by the teachers' use of the mother tongue and the low proficiency in the target language. Also students do not show any interest to develop oral activities, the use of materials that do not rapport to the students' identity and strategies as well as methodologies that prevent the development of the speaking abilities. For all those reasons, students do not use the language, and do not allow speaking to be developed adequately either.

It is necessary that students' needs are satisfied by using new or more dynamic strategies and techniques that support and promote students oral participation involving the target language, thus, they should be encouraged through the use of authentic materials that awaken their interest to produce an output which contribute to manipulate both the content and the language speech.

Chapter I: Introduction to the Study

The first chapter deals with the description of the problem, the discussion of the problem statement, objectives and why this problem was chosen. Besides, some terms and the limitations included in this research will be explained in order to better understand this study.

Problem Description

In the process of teaching and learning a language, many factors can be found reflecting its complexity.

English is a very important language that can be taught in different and meaningful ways. However, the actual situation of most of the students regarding the expression in a foreign language is worrying because oral production is not being developed adequately in the classroom, since students do not produce the language by themselves.

When the students face an oral activity, sometimes they do not know the nature of the topic or they are not interested in the topics because these are not part of their culture, sometimes is talked about any invent or any wonderful place, for instance, transportation, such as the ferry, the subway or the train via, Pasto does not have these means of transportation. In this way, students do not show any interest on the topic, on the contrary, when they take the transportation they use to go to the school and the experiences they have using it, they have a reason to speak and at the same time they want to learn vocabulary and structures to express what they want to say and the way how they can do it. On the other hand, students can express their own vision of the city and to rescue their cultural identity through the elements of the city itself.

Problem Statement

The effect of the use of CBI (Content Based Instruction) in the oral production of students from fifth grade in “Centro Educativo Colombo Suizo”.

Research Question

What is the effect of the use of CBI (Content Based Instruction) in the Oral Production of Students from fifth grade in Centro Educativo Colombo Suizo?

Justification

Spoken language allows people to surpass time and space. This is one of the reasons why learning to speak is necessary but it is a complex issue because learners use it as a way to communicate and express feelings and thoughts in a real context.

In the classroom, it is necessary to get students to learn the language in a conscious way within a real social context using authentic materials with specific content and purpose. For this reason, Content Based Instruction is a great option to provide students with authentic and interesting materials, in this case, the historical aspects from our city San Juan de Pasto, which will allow them to construct their own knowledge.

The importance of this research is based on the idea that teachers must be familiar with new strategies and techniques that will help students to enhance their oral production with fluency and enrich their participation. Moreover, teachers also have a great challenge; they need to be competitive, to demonstrate their professionalism and at the same time, to be creative when they use authentic material.

Besides, the actual needs and requirements to teach and learn a language make it necessary to use an approach that covers the new trend of English Language Teaching.

CBI is a communicative approach that offers useful tools to develop the communicative skills in a practical way awakening the students' interests and performance looking for proficiency.

This research will also offer information about how teachers can change the way to teach and thus, develop a good student's oral production.

In conclusion, the present study will allow teachers to use authentic materials like the historical aspects of our city San Juan de Pasto which can help recover the students' identity and to make decisions about the most appropriate techniques they should apply in their professional practice to improve English teaching.

Objectives

General Objective. To foster oral production of students from fifth grade at Centro Educativo Colombo Suizo through the use of CBI syllabus related to the historical aspects from San Juan de Pasto

Specific Objectives. To design a CBI syllabus based on the historical aspects from San Juan de Pasto

To apply the CBI syllabus with the students from fifth grade.

To widen the students' knowledge of the historical aspects from San Juan de Pasto.

To provide students with vocabulary related to historical aspects from San Juan de Pasto.

To evaluate the results of the CBI syllabus related to the historical aspects from San Juan de Pasto.

Definition of Terms

Approach. A set of assumptions about what language is, what the best way to teach it is (the external and internal conditions) and the nature of the subject matter to be taught. (Sanchez, 2010)

Content Based Instruction (CBI). It is an approach to language teaching that involves the integration of content learning with language teaching aims. In other words, students are

learning content (for example, math, science, social studies, business, etc.) at the same time they are developing their target language skills.(Shung, 2006)

Comprehensible Input. It means the understandable exposure that learners need for learning, (Gass and Selinker, 1994).

Comprehensible Output. It refers to the language produced by learners, (Gass and Selinker, 1994)

Content. It most frequently refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it. (Richards and Rodgers, 2001)

Instruction. A form of communicated directions that is both command and explanation for how an action, behavior, method or task is to be completed or executed for language to be learned.(Online Dictionary, 2011)

Oral Production. The capacity of use the language with focus mainly on communication and minimum attention to form. (Stern, 1983)

Syllabus. It is a specification of what is to be taught in a language program and the order in which it is to be taught. A syllabus may contain all of any of the following: phonology, grammar, functions, notions, topics, themes, tasks. (Nunan, 1988:159)

Limitations

The purpose of this research is to foster students' oral production, but as any kind of research there are some aspects that affect, the development of the present study as for example, the lack of students' attendance or punctuality, the complexity of the topics, the vocabulary related to it and the overuse of the mother tongue.

Chapter II: Literature Review

The purpose of this chapter is to explain the background of Communicative Competence and Content Based Instruction (CBI) in order to clarify and understand why this major trend in research becomes more and more relevant for students and teachers of English.

Theoretical Framework

Communicative Competence. According to Bachman (1990) and Canale & Swain (1990), communicative competence (CC) consists of some combination of the following components: Organizational competence (grammatical and discourse), Pragmatic competence (functional and sociolinguistic), Strategic competence, and Psychomotor skills (pronunciation).

Brown (2001), states:

Given that communicative competence is the goal of the language classroom, this is best achieved by given attention to language use and not just usage, to fluency not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to contexts in the real world more than to grammatical forms, to artificial and contrived language and techniques in the classroom, that might not have lent students to perform the language outside of it, (p.68)

Pragmatics. It is a subfield of linguistics that studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually a conversation.

According to Leech, 1983 and Sperber & Wilson, 1986, pragmatics distinguishes two intents or meanings in each utterance or communicative act of verbal communication. One is the informative intent or the sentence meaning, and the other the communicative intent or speaker meaning.

The ability to comprehend and produce a communicative act is referred to as pragmatic competence which often includes one's knowledge about the social distance, social status between the speakers involved, the cultural knowledge such as politeness, and the linguistic knowledge explicit and implicit. (Kasper, 1997)

According to Lui, 1999, the aspects of language studied in pragmatics are: Deixis which refers to the contextual meaning of pronouns, and in its broad sense, what the speaker means by a particular utterance in a given speech context. Presupposition related to the logical meaning of a sentence or meanings logically associated with or entailed by a sentence and Implicature which is referred to an indirect or implicit meaning of an utterance derived from context that is not present from its conventional use.

Another aspect of the language is Performative that implies that by each utterance a speaker not only says something but also does certain things: giving information, stating a fact or hinting an attitude. (Austin, 1962; Searle, 1969)

Pragmaticians are also keen on exploring why interlocutors can successfully converse with one another in a conversation. A basic idea is that interlocutors obey certain principles in their participation so as to sustain the conversation. One such principle is the Cooperative Principle which assumes that users cooperate in the conversation by contributing to the ongoing speech event (Grice, 1975).

Another assumption is the Politeness Principle (Leech, 1983) that maintains interlocutors behave politely to one another, since people respect each other's face (Brown & Levinson 1978).

A cognitive explanation to social interactive speech events was provided by Sperber and Wilson (1986) who hold that in verbal communication people try to be relevant to what they intend to say and to whom an utterance is intended.

The pragmatic principles people abide by in one language are often different in another. Thus, there has been a growing interest in how people in different languages observe a certain pragmatic principle. Cross-linguistic and cross-cultural studies reported what is considered polite in one language is sometimes not polite in another.

Contrastive pragmatics, however, is not confined to the study of a certain pragmatic principles. Cultural breakdowns, pragmatic failure, among other things, are also components of cross-cultural pragmatics.

Another focus of research in pragmatics is learner language or interlanguage. This interest eventually evolved into interlanguage pragmatics, a branch of pragmatics which specifically discusses how non-native speakers comprehend and produce a speech act in a target language and how their pragmatic competence develops over time (Kasper & Blum-Kulka, 1993). To date, a handful of cross-sectional, longitudinal and theoretical studies on classroom basis have been conducted and the potentials along the interface of pragmatics with SLA research have been widely recognized.

Content Based Instruction. According to Brinton, Snow and Wesche (1989) “Content Based Instruction is the concurrent teaching of academic subject matter and second languages skills”.

On the other hand, Davies (2003) states that: “CBI is a teaching method that emphasizes learning about something rather than learning about the language” (p. 1).

Krahnke 1987, quoted by Richards and Richards and Rodgers, 2001 states that Content Based Instruction can also be defined as: “the teaching of the content or information in the language being learned with little or no explicit effort to teach the language itself separately from the content being taught”, (p. 204). Thus, during a content-based lesson students are learning about something which could be anything that interests them, students learn about a subject

matter using the language they are trying to learn, while they are acquiring knowledge about a topic and developing their linguistic abilities in the target language, (Peachey, n.d).

Snow (2001) affirms that CBI draws its theoretical support from a variety of resources that include second language acquisition, cognitive research and work in education.

Then, Krashen (1982) quoted by Crandall (1994) suggests that a second language is more successfully acquired when the conditions are similar to those present in first language acquisition. Thus, Krashen (1995) explains that these similarities include subconscious process and comprehensible input. The first term means that language learners are not usually aware of the fact that they are using the language for communication. The second concept means that the content must be understandable and linguistically somewhat beyond the current proficiency of learners.

Therefore, he explains why it is practically impossible for someone to acquire a second or foreign language merely by listening to the radio, unless the acquirer speaks a very closely related language. For this reason, simply being a native speaker of a language does not qualify one as a teacher of that language. Thus, an essential characteristic of a good teacher is to make input comprehensible to students, regardless of the teacher's competence in the target language.

Swain (1985, 1993) cited by Snow (2001) affirms that in order to develop communicative competence, learners must have extended opportunities to use the second or foreign language productively. As a consequence, in addition to receiving comprehensible input, learners must produce comprehensible output. In other words, explicit attention must be paid to the productive skills as speaking.

Taking into consideration those aspects of a language, Krashen (1995) proposes the use of the subject matters for language teaching, using the second language as a vehicle, as a language of presentation and explanation.

On the other hand, Snow (2001) states that Content Based Instruction receives support from socio-cultural approaches of the work of Vygotsky who proposes the zone of proximal development and the inner speech.

According to Gibbons (2003) based on Vygotsky (1978) the Zone of Proximal Development (ZPD) refers to the distance or the cognitive gap between what a learner can do independently and what he or she can do in collaboration with a more competent other.

Stoller and Grabe (1997) define inner speech as “internally directed speech as problem solving and rehearsing strategies” (pag.7). Furthermore, Vygotsky quoted by Snow (2001) explains that the inner speech can be effectively identified in content-based settings because students have opportunities to negotiate not just the language, but content, as well, in increasingly complex ways.

Teachers’ Role in Content Based Instruction. The approach anticipates a change in the typical role of language teachers. In CBI, according to Wilcox (1997) the role of teacher is not to teach using textbooks or lectures, it is related to engage students in open-ended tasks that enhance observation and problem solving. Then, there are some aspects that a teacher must take into account such as: the context of the class for decision making, planning and the use of a variety of teaching styles to suit the situations.

On the other hand, the teacher needs to take into account that the pedagogy in CBI includes the whole language approach, experiential learning which means that teacher could use his or her experiences to state a comment or an example related to the content and also, process

writing, cooperative learning, heterogeneous grouping, active teaching, alternative assessment techniques, the integration of language and content, and use of both L1 and L2 in the classroom. Taking into account the use of L1 (students' mother tongue), it is something adequate to clarify anything they did not understand because L1 makes students feel more comfortable when requesting clarification. Although students ask in their first language, the teacher answers in English.

Stryker and Leaver (1993), quoted by Richards and Rodgers (2001) state that teachers must also be proficient in language teaching as well as in the subject matter. Besides, Brinton et al. (1989) cited in Richards and Rodgers (2001) affirm that teachers are asked to view their teaching in a new way, from the perspective of contextualized their lessons by using content as the point of departure. Moreover, teachers must take learners' needs as the central point around which the second language curriculum, materials and teaching practices are based on.

Besides, Stryker and Leaver (1993) quoted by Richards and Rodgers (2001) suggest some essential skills for any CBI instructor, such as: Varying the format of classroom instruction, using group work and team-building techniques, organizing jigsaw reading arrangements, defining the background of the knowledge and language skills, for student success, helping students develop coping strategies, using process approaches to writing, using appropriate error correction techniques, and developing and maintaining high levels of students esteem.

Learners' Role in Content Based Instruction. Stryker and Leaver (1993) quoted by Richards and Rodgers (2001) state that one goal of CBI is for learners to become autonomous so that they can understand the learning process and take charge of their own learning from the very beginning.

Learners are expected to be active interpreters of input, willing to tolerate uncertainty along the path of learning, to explore alternative learning strategies, and to seek multiple interpretations of oral and written texts (Richards and Rodgers, 2001).

Stryker and Lever, 1993 cited by Richards and Rodgers, 2001, argue that learners themselves may be sources of content and joint participants in the selection of topics and activities. Such participation “has been found to be highly motivating and has resulted in a course changing its direction in order to better meet the needs of the students”.

Materials’ Role in Content Based Instruction. In CBI, materials that facilitate language learning are the ones that are used with the subject matter of the content course. Then, it is recommended these materials to be authentic. Authentic material according to Jordan (1997, p. 113) cited by Kilickaya refers to the texts that are not written for languages purposes, for example: real magazine articles, newspaper reports, advertisements, etc.

These kinds of materials are significant because they increase students’ motivation for learning, and make the learner be exposed to real language. Then, the author affirms that authentic materials which provide information about the culture are closely related to the learners’ needs and permit a more creative approach to teaching. However, some materials contain difficult language, unnecessary vocabulary or complex language structures. Therefore, they may need some modifications in order to ensure comprehensibility which may mean linguistic simplification or adding redundancy to text materials, (Richards and Rodgers, 2001).

Syllabus Design in Content Based Instruction. Many syllabi focus their attention on learning grammatical rules, however, when learners need to use that knowledge, they do not know what to say in particular cases because they must choose what should be said or how to interpret the information they receive. So that, Eskey (1997) states: “in real language, speakers

do not begin with a list of either forms or functions that they wish to produce, but with a subject that they happen to be interested in and would like to learn more or say something about ” (p. 136).

However, before the learner understands content in the target language, he or she needs to comprehend most of the structures and words that the speakers use. For this reason, linguistic forms and function are necessary and important aspects in CBI, but they are not ends in themselves. In other words, language is simply something to explore content with. Grammatical forms and functions are means of achieving communicative goals which can be comprehension or production of information about a subject they are interested in. So, negotiation of meaning is required to understand the topic (Eskey, 1997).

Assessment in Content Based Instruction. In CBI assessment plays an important role because it permits to make decisions about individual students and to evaluate the effectiveness of the syllabus.

Bachman and Palmer (1996, p. 18) quoted by Cushing and Jensen (1997) propose some qualities tests must have in content based assessment. These are: reliability, validity, practicality, and authenticity.

A test is reliable when the same source applied under similar circumstances show the same results.

Construct Validity refers to the process of determining whether the test measure what it is supposed to measure, in CBI, the balance of language/content is critical in assessing the validity of interpretations based on test scores. So, the primary focus of instruction is language rather than content, the same must be reflected in assessment.

A test is practical when it is not expensive, stays within time constraints, is easy to administer, and the scoring procedure is specific and time efficient.

A task is authentic when it has real world language tasks. So, these tasks require students to process and produce language associated with content that has been dealt with in class.

The Models of Content Based Instruction. In 2001, Richards and Rodgers define one of the models of Content Based Instruction:

Immersion Education is the prototypical content-based approach. It is a type of instruction in which the regular school curriculum is taught through the foreign language. The FL is the vehicle for content instruction and not the subject of instruction.

According to Met (1998) quoted by Snow (2001), the models of Content Based Instruction are the following:

In content-enriched foreign language in the elementary school, teachers meet with elementary school children to select or reinforce subjects from the standard school curriculum.

In Theme Based Model selected topics or themes provide the content from which teachers extract different activities.

In Sheltered Model, students take a content course in an understandable second language for them.

Adjunct Model occurs when students are currently enrolled in a language class and a content course where they share the same content with a different emphasis.

Nevertheless, according to Richards and Rodgers (2001), the models are: Team-Teach approach that is a variation of the adjunct model where the same course is shared by two teachers, a subject teacher and a language teacher with the same group, and Skills-based approach that is characterized by a focus on a specific academic skill.

On the other hand, Brinton (1989), English for Specific Purposes (ESP) studies that “note that for successful learning to occur, the language syllabus must take into account the eventual uses the learner will make of the target language” and further that “the use of informational content which is perceived as relevant by the learner is assumed by many to increase motivation in the language course, and thus to promote more effective learning”.

The Advantages of Content Based Instruction. Adamson, (1993) and Dupuy (2000) state that the benefits of the approach are directly or indirectly associated with an extensive body of research from a variety of fields.

Grabe and Stoller (1997) suggest seven rationales for CBI that can be summarized in the following point: In content- based classrooms, students are exposed to a considerable amount of language while learning content that should be comprehensible, linked to their immediate prior learning and relevant to their needs, for this reason, teachers and students explore interesting content while students are engaged in appropriate language- dependent activities.

Students are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments, thus, CBI allows for explicit language instruction, integrated with content instruction, in a relevant and purposeful context.

The use of coherently developed content sources allows students to call on their own prior knowledge to learn additional language and content material.

In content –based classroom, students are exposed to complex information and are involved in demanding activities which can lead to intrinsic motivation.

CBI lends itself well to strategy instruction and practice, as thematic units naturally require and recycle important strategies across varying content and learning tasks.

CBI allows greater flexibility and adaptability to be built into the curriculum and activity sequences.

CBI lends itself to student-centered classroom activities.

Limitations of Content Based Instruction. The possible limitations that can affect the development of a good lesson using CBI are that with no explicit focus students may be confused or feel they are not progressing, the overuse of students native language, sources and texts that lower levels can understand are hard to find, students copy directly from the sources or turn to similar sources in the native language because they lack confidence in their skills.

Chapter III: Methodological Aspects

In the previous chapter, the theoretical implications of CBI (Content Based Instruction) and Communicative Competence were presented. In this chapter, it is intended to explain the aspects related to the methodology of the research and at the same time, the qualities and features of the participants and the setting. Moreover, the most appropriate technique to collect the data will be described. The characteristics of the instruments used for validation criteria, the aids to analyze data and the ethical issues to take into account when making research will also be addressed.

Design of the Study

This research contains the features to develop an applied quantitative research.

According to Zorilla (1993:43), applied research is characterized by the interest in the application, use and the practical consequences of the knowledge. At the same time, it looks for knowing in order to do, to act, to build and to modify. For this reason, this study intends to analyze the influence of CBI activities regarding student's oral production.

A quantitative research was chosen because it allows to organize the results of the observations of the behaviors, characteristics, factors, procedures related to the issues and the different phenomena, this type of research is focused on analysis and proofs to carry out the physical assessment.

Research Paradigm

The positivist paradigm of exploring social reality is based on the philosophical ideas of the French philosopher August Comte, who emphasized observation and reason as means of understanding human behavior. According to him, true knowledge is based on experience of senses and can be obtained by observation and experiment.

It has to be understood within the framework of the principles and assumptions of science. These are related to ‘Determinism’ which means that events are caused by other circumstances; ‘Empiricism’ means collection of verifiable empirical evidences in support of theories or hypotheses. ‘Parsimony’ refers to the explanation of the phenomena in the most economic possible way. ‘Generality’ is the process of generalizing the observation of the particular phenomenon to the world at large. (Dash, 2005)

With these assumptions of science, Positivistic paradigm thus systematizes the knowledge generation process with the help of quantification, which is essential to enhance precision in the description of parameters and the discernment of the relationship among them.

Participants, Sample and Setting

Participants and Sample. This research study will be carried out with a group of seventeen (17) students who belong to the fifth grade of primary school in “Centro Educativo Colombo Suizo”. The average age of the group is 10-11 years old both male and female, who belong to a middle-upper class.

Setting. “Centro Educativo Colombo Suizo” is a primary school located in the city of Pasto, in the department of Nariño, in the southwest of Colombia. It is noticed that this Institution has appropriate classrooms, where students spend six hours a day in their classes from Monday to Friday. Each classroom has a closet where there are books for each one of the subjects. There is a building with some offices, classrooms, a computer room, toilets, and a teacher room.

Nature of the “Centro Educativo Colombo Suizo”. *“Centro Educativo Colombo Suizo” is located in the city of Pasto in the Department of Nariño in Colombia. In the general objective, this institution pretends:*

To establish an active and integral education based on significant and competitive learning in which the student is recognized as a social being in who human values and principles be practiced.

Vision of the “Centro Educativo Colombo Suizo. It is an institution that pretends to form reflexive, critic and autonomous people who will be able to adapt, act and modify their environment through positive leadership, facing and looking for solutions to personal problems and those from the country by means of providing students an adequate environment in order to help to develop their own personal identity.

Mission of the “Centro Educativo Colombo Suizo”. This institution guides students toward an integral humanistic education, based on ethical, moral, socio-emotional and intellectual values for children to change the world looking for a more human, fairer and more honest one.

Procedure

Data Collection Techniques. For data collection, it is necessary to consider as important, the following technique:

Observation that is the visual recording of what happens in a real situation, classifying and consigning the relevant events according to a format (that has been previously designed) and depending on the problem that is being studied. The researcher must define the objectives, determine the observation units, the conditions under which the observation will be assumed and the different behaviors to be recorded. All those things must be planned carefully to meet the requirements of validity and reliability and they must be conducted in a skilled and systematic way to collect data. (Castro, 2010)

For this research it was chosen Non-participant observation that according to Castro occurs when the researcher does not have any relationships with the subjects to be observed, the researcher is not part of the situation, in this way, the data collection can be more objective.

Instrument: It is any resource used by the researcher to approach to the phenomena and to extract information. In each instrument can be distinguished two different aspects: a form and content.

The form refers to the type of approach that is established with the empiricism and the techniques used to develop the task, on the other hand, the content is expressed in the specification of the concrete data that is necessary to collect, all this is related to the elements to observe. Thus, the instrument itself synthesizes and summarizes the contributions of the theoretical framework, the variables and the concepts used during the research. (Fuentes, 2000)

An observation format designed by the researchers was chosen as the instrument to collect data, one for the students and the other for the teacher, and both were joined in a chart, and it was distributed by assigning one for each one of the four topics, thus obtaining a total of four charts.

Description of the Procedure. To begin this research, a notional-functional syllabus, whose topic was the historical aspects of San Juan de Pasto, was designed to be applied to the students, while teacher was teaching any topic and in order to collect the information, an observation format was filled out. Moreover, with the permission of the teacher, the classes were recorded to gather all data. Thus, the effect of CBI activities on the students was identified. Then, the data was analyzed and some useful conclusions and recommendation were given.

Materials

In order to carry out this study, a computer and a camera was used to register the information. Also, different bibliographic sources were used.

Ethical Issues

In this aspect, the necessary permission was asked to the Principal to carry out the research in the school, people participated voluntarily in this study and it did not cause any harm to the participants from the institution.

Chapter IV: Results

In this chapter, the data gathered through class observations formats was analyzed.

Classroom Observation Analysis

The characteristics and the most relevant aspects were collected through the observation. Two different observations formats were created, one for students and the another for the teacher, the two formats were joined in four charts, one for each one of the topics. All the charts represent the results of the observation which topics were the story and the meaning of the flag and the shield of San Juan de Pasto, the story of the printing, the journalism and the temples of our city.

It shows the number of the categories under which students and teacher were evaluated, and it also presents the number of occurrences and the quantities which were taken into account to measure the level of the quality of oral production in the students and the way how the teacher is fostering their development.

Table 1- Observation Format 1 - San Juan de Pasto's Flag

Observer: Angela Meneses **Number of students present:** 16
Course: Fifth Grade **Date:** Oct 18, 2011 **Period:** 120 min.

Categories		Number of Participation	Total
STUDENTS	They express their ideas		23
	They ask questions		1
	They answer questions		12
	They use their mother tongue		13
	They use vocabulary and expressions		7
	They use them correctly		6
	All participate		1
	The participation is always the same		3
	Silence or Confusion		15
TEACHER	He motivates and fosters the expression of Ss' ideas		20
	He asks questions		34
	He answers students' questions		1
	He gives information		19
	He uses his mother tongue		18
	He gives rewards		11
	He provides feedback		19
REMARKS	Teacher and students negotiate meaning		10
	TOTAL		213

Table 2 - San Juan de Pasto's shield

Observer: Angela Meneses **Number of students present:** 16
Course: Fifth Grade **Date:** Oct 20, 2011 **Period:** 90 min.

Categories		Number of Participations	Total
S T U D E N T S	They express their ideas		33
	They ask questions		2
	They answer questions		29
	They use their mother tongue		29
	They use vocabulary and expressions		3
	They use them correctly		3
	All participate		1
	The participation is always the same		0
	Silence or Confusion		8
T E A C H E R	He motivates and fosters the expression of Ss' ideas		25
	He asks questions		31
	He answers students' questions		2
	He gives information		19
	He uses his mother tongue		21
	He gives rewards		14
	He provides feedback		9
	Teacher and students negotiate meaning		10
TOTAL			239

Table 3 - Printing and Journalism in San Juan de Pasto

Observer: Angela Meneses **Number of students present:** 16
Course: Fifth Grade **Date:** Oct 25, 2011 **Period:** 120 min.

Categories		Number of Participations	Total
STUDENTS	They express their ideas		30
	They ask questions		6
	They answer questions		3
	They use their mother tongue		15
	They use vocabulary and expressions		16
	They use them correctly		14
	All participate		9
	The participation is always the same		2
	Silence or Confusion		3
TEACHER	He motivates and fosters the expression of Ss' ideas		25
	He asks questions		3
	He answers students' questions		6
	He gives information		13
	He uses his mother tongue		15
	He gives rewards		9
	He provides feedback		14
	Teacher and students negotiate meaning		15
TOTAL			198

Table 4 - The Temples of San Juan de Pasto

Observer: Angela Meneses **Number of students present:** 16
Course: Fifth Grade **Date:** Oct 18, 2011 **Period:** 120 min.

Categories		Number of Participations	Total
S T U D E N T S	They express their ideas		11
	They ask questions		4
	They answer questions		0
	They use their mother tongue		0
	They use vocabulary and expressions		6
	They use them correctly		5
	All participate		1
	The participation is always the same		1
	Silence or Confusion		1
T E A C H E R	He motivates and fosters the expression of Ss' ideas		16
	He asks questions		4
	He answers questions		3
	He gives information		7
	He uses his mother tongue		19
	He gives rewards		5
	He provides feedback		13
	Teacher and students negotiate meaning		14
TOTAL			110

In the period of class observation, the researches noticed that as it can be seen in Table 1; students expressed their ideas using some words and structures they already knew. Although, they do not have enough vocabulary, they asked questions, for example: How can I say “honradez”? When they needed to ask for the meaning of a word; in some cases, they used their mother tongue to ask and answer something or to express their ideas; the questions asked by the teacher were regular answered because sometimes they were shy or they seemed not to understand the teacher’s explanation. The vocabulary and the expressions provided had a little use. So, they always used the same. There was a lot of use of the mother tongue and also a lot of silence and confusion, in this first class few students participated.

In relation to that, teacher always tried to foster students’ oral production and motivate the expression of students ideas to get students involved in the topic, asked questions to check students’ comprehension and in some way forced them to produce language, gave a lot of information and always wanted his students to receive input but unfortunately, he had to use his mother tongue to explain some difficult vocabulary or situation related to the topic; and in this way, he provided feedback, gave rewards and negotiated meaning. The students’ questions were scarce and for this reason he neither answered and nor clarified the doubts.

To conclude, this class was centered on the teacher performance rather than in the students’ because of his explanations, his way to get students motivated and the way how he always tried students to produce language or make students participate.

In the following observation, Table 2 shows that students continued expressing their ideas using the few vocabulary and structures, in the questions asked, they continued used their mother tongue to ask for clarification or for the meaning of a word and also to answer the questions, they continued being regular answered because sometimes there was a lack of participation, The

vocabulary and the expressions provided were better used because they had already learned in the last class, and the silence and the confusion continued.

On the other hand, the teacher motivated the students' oral production and fostered the expressions of their ideas by asking a lot of questions related to the meaning of words and phrases and also questions related to the topic and its comprehension, in this way, he encouraged students' participation by giving information about the topic, the vast majority of time, he used his mother tongue. At the end of students' participation, he provided feedback gave rewards and negotiated meaning to motivate students to be more active to participate, to improve the expression of the students' ideas and to get students involved in the development of the class.

To conclude, this class was centered on the students performance rather than in the teacher's because of their improvement in the expressions of their ideas, their way to participate although they used their mother tongue and their interest in producing language despite of the lack of vocabulary and structures, on the other hand, the teacher performance continued playing an important role because of his fostering and encouragement in order to facilitate learning and motivated student's participation.

As Table 3 shows that the number of participations related to the expression of the students' ideas continued being big because the participation is maintained despite of the use of the mother tongue that has decreased but students continued using it not only to express their ideas but also to answer the questions and to ask for clarification, but they began to use new expressions to ask about vocabulary because the number of question asked has raised, the vocabulary and the expressions provided by the teacher were better used, the participation has raised too but the silence and confusion continue.

On the other hand, the teacher motivated students' oral production and fostered the expressions of their ideas by asking less questions related to the topic. He encouraged students' participation by giving information about it; the use of the mother tongue has decreased and at the end of students' participation, he provided feedback, gave rewards and negotiated meaning for students to understand the topic in a better way and for improving the expression of their ideas.

On the other hand, the teacher motivated the students' oral production and fostered the expressions of their ideas by asking a lot of questions related to the meaning of words and phrases and also questions related to the topic and its comprehension, in this way, he encouraged students' participation by giving information about the topic, the vast majority of time, he used his mother tongue. At the end of students' participation, he provided feedback gave rewards and negotiated meaning to motivate students to be more active to participate, to improve the expression of the students' ideas and to get students involved in the development of the class.

To conclude, this class was centered on the students performance rather than in the students' because of their improvement in the expressions of their ideas, their way to participate although they used their mother tongue and their interest in producing language despite of the lack of vocabulary and structures, on the other hand, the teacher performance continued playing an important role because of his fostering and encouragement in order to facilitate learning and motivated student's participation.

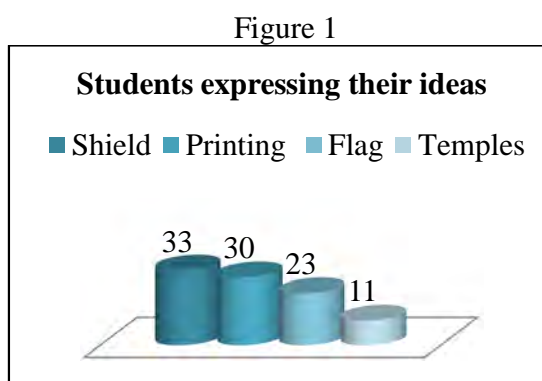
Table 4 shows that, the expression of students ideas continued being in a good way but it has decreased, the number of questions asked has raised, the questions asked by the teacher were scarce but better answered. The use of the mother tongue decreased, the vocabulary and the

expressions provided by the teacher continue being used noticing that the silence and confusion decreased too.

On the other hand, the teacher motivated student's oral production and fostered the expressions of their ideas by asking fewer questions than before. He encouraged students participation by giving information about the topic, he continue using his mother tongue for students to understand the topic. At the end of students' participation, he provided feedback, gave rewards and negotiated meaning for students to understand the topic in a better way and for improving the expression of their ideas.

Analysis of the Categories

In this part, the researchers show the contrast among the different categories during the teaching of the four topics.



In Figure 1, it was noticed that in the last topic of the temples, the lack of students' expressions was presented maybe because, sometimes, learners did not understand what the teacher was talking about and also, the topic was longer than the others or maybe it contained too much information. For the other topics, students kept expressing their ideas because the topics were easier, they knew what to do with the task and understood the vocabulary and the expressions in a better way.

Figure 2

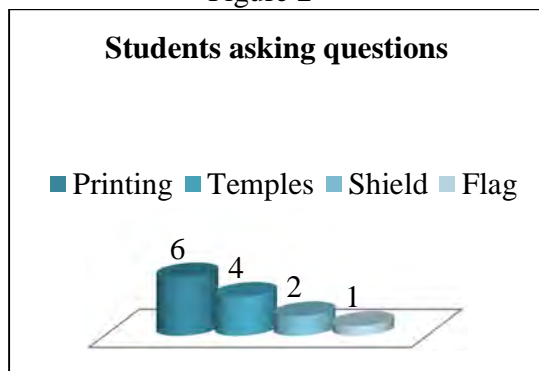
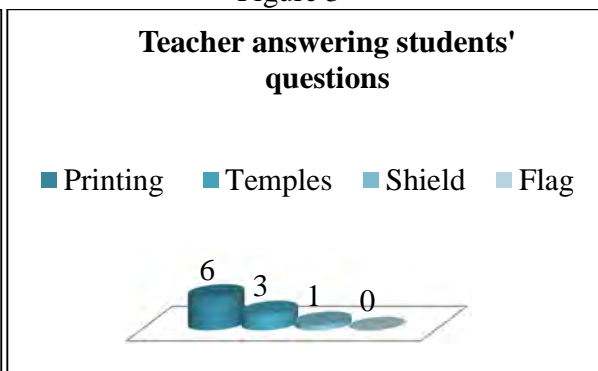


Figure 3



In figure 2 and 3, it is noticed that, in the Printing, out of 6 questions asked by the students, the teacher answered all because although the topic was easy for them, students needed to ask about how they can say something. In the Temples out of 4, 3 were answered because students asking for the repetition of something because of the complexity of the topic and also they asked for the meaning of the unknown words, in this topic, teacher was more worried about giving a good explanation to avoid students confused and to get students involved in the topic. Regarding the Shield and the Flag, out of the questions asked by the students, teacher answered all because of the ease of the topic, besides students already knew something about them.

Figure 4

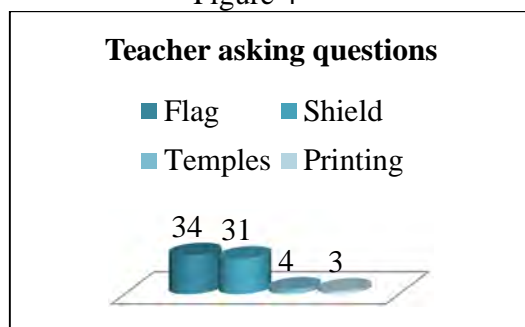
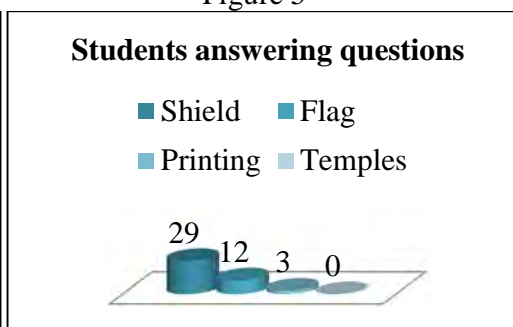


Figure 5



In figure 4 and 5, it can be seen that, in the Flag, out of 39 questions asked by the teacher, the students answered 12 because teacher always asked about the same thing for students to understand the explanation about the topic. In the shield, out of 31, 29 were answered because students were more involved in the topic. Regarding the Temples, out of 4 questions, there was

no answer, the questions were little because of the complexity of the topic, in this way, teacher spent the time explaining and giving information rather than asking questions. Finally, in regard to the Printing, out of the only 3 questions asked the 3 were answered, in this case the questions were little because the topic was easier and the students got involved and understand it better than the others, because teacher realized that it was not necessary to ask too much about because students express their ideas correctly.

Figure 6

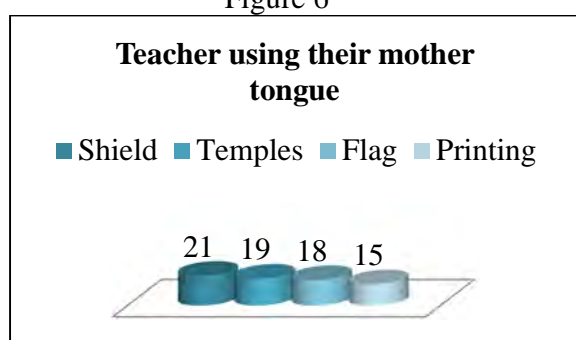


Figure 7

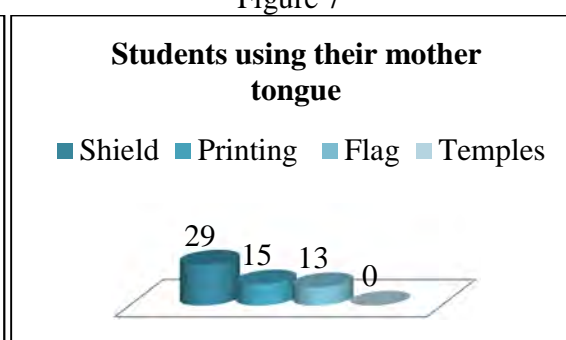


Figure 6 shows that the scores are almost equal and figure 7 shows the same situation but in the last topic of the Temples, there was not any use of the mother tongue. Regarding this, it's important to consider that this use was necessary, students were beginners, and they do not have enough knowledge to understand the complexity of the content. L1 was used by the teacher to explain the meaning of the words or to explain the topic, on the other hand, students used the L1 to express the ideas because the lack of knowledge to do it correctly in the L2. Finally, talking about the Temples, students did not need to use the L1, in this topic, the ideas expressed by the students were using the L2, they tried to use English almost all the time without caring about making mistakes.

Figure 8

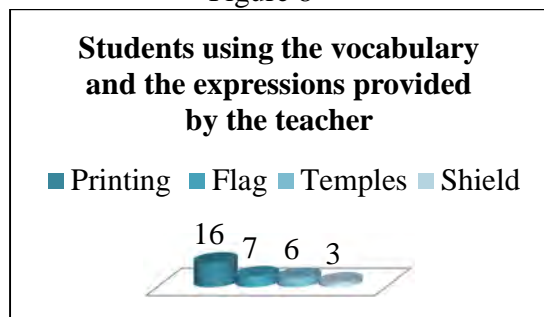
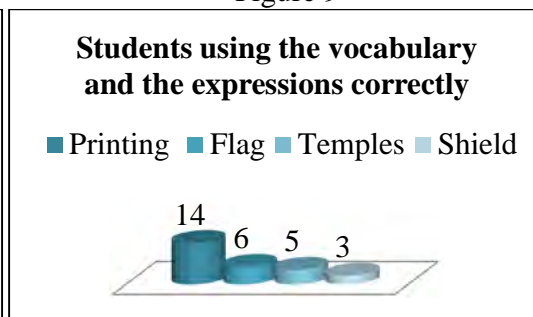


Figure 9



In figure 8 and 9, it can be seen that, in the Printing, there was the bigger participation because students already knew the expressions and the way how they can use them correctly, it was an advantage for the students to develop the task. In this topic, out of 16 participations, 14 were correct because of the ease of the topic and the knowledge of the students. In the Flag, out of 7, 6 were answered because students were more involved in the topic, besides they used almost always the same expressions, they listen what their partners say to avoid mistakes. Regarding the Temples, out of 6 participations, 5 were correct, although it was a too complex topic, the use of the expressions was good, and they want to express their ideas. Finally, in regard to the Shield, out of the only 3 participations, the 3 were correct, in this topic, the expressions had a little because in the vast majority of cases, students expressed their ideas using their mother tongue.

Figure 10

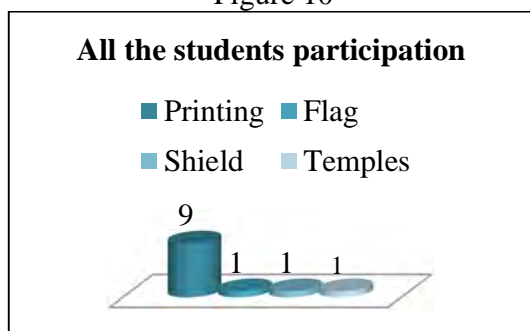


Figure 11

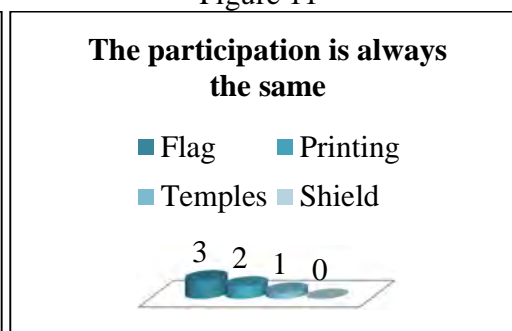
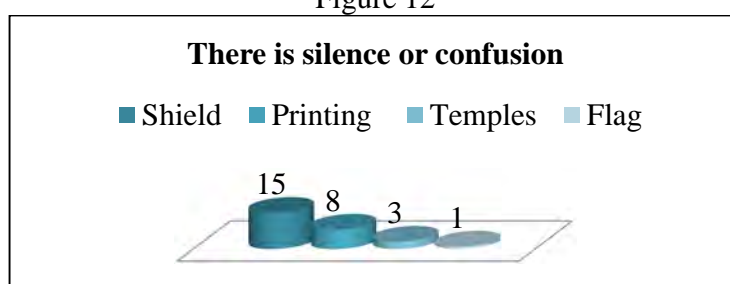


Figure 10 shows that the whole class participated when the topic was the Printing, the participation of the students was higher, and they needed to ask about the meaning of the words to clarify ideas and to express their opinions about the topic.

In figure 11, it can be noticed that in some occasions the participation was from the same student or students because the rest of the class were shy or they did not feel very confident to give an opinion or ask about the topic.

Figure 12



In Figure 12, the researchers noticed that in the topics related to the shield and the printing, there was a lot of silence because they sometimes did not understand the teacher's explanation, they got lost and then, they were confused, in the last topics, the silence and the confusion were less than in the others.

In some cases, there was silence because the students were organizing their ideas in their minds before speaking. According to Gattegno (1976) quoted by Richard and Rodgers (2001), silence is an aid to alertness, concentration and mental organization because in silence students concentrate on the task to be accomplished and the potential means to its accomplishment.

Figure 13

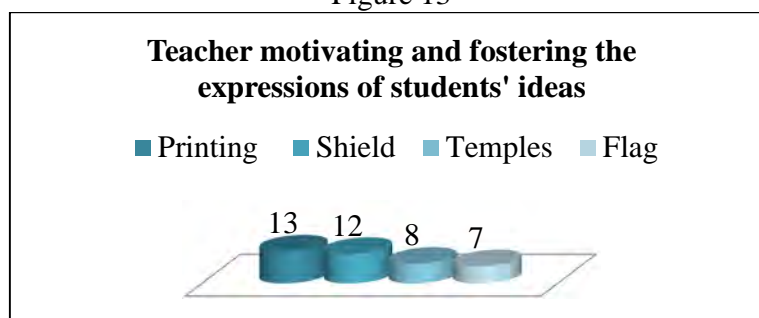
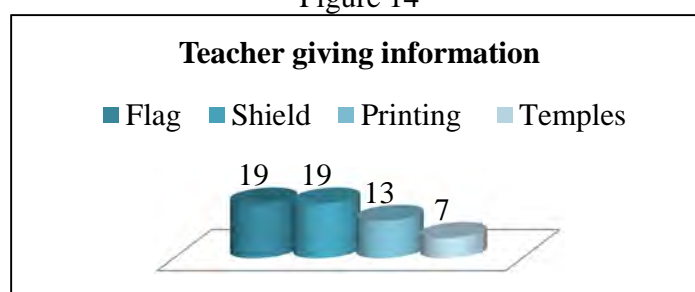


Figure 13 shows that the teacher was too concerned with encouraging students; one reason could be that learners needed to gain language confidence to keep learning it. This category highly depends on teacher's personality and attitudes towards his students because encouraging people to express their ideas or speak in another language is a good way to make students feel self-esteem and security.

We could notice that when students were encouraged they did not feel afraid, on the contrary, they wanted to participate even though they made mistakes.

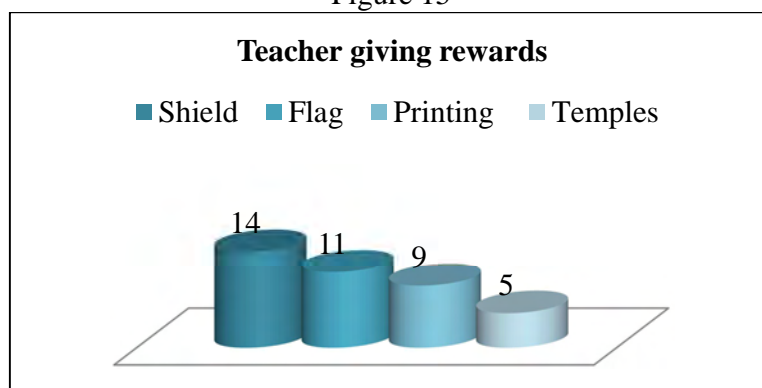
Figure 14



In figure 14, teacher gave information about the topic to make the classes flow as he used a set of activities to be done; he used it to guide students, to control the class and to make students understand the processes they had to follow to complete the task.

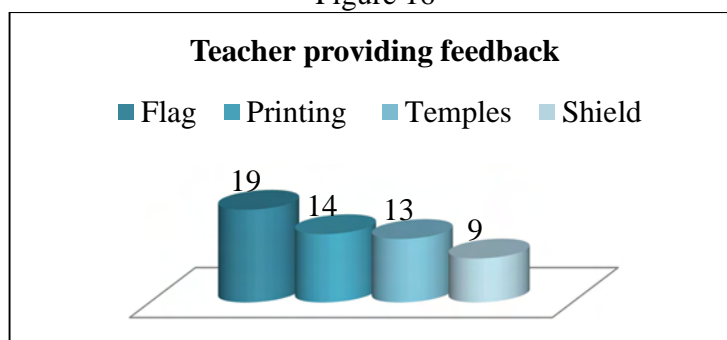
In the classes, it was easy to recognize that the amount of the information given by the teacher depended on the activity provided or the complexity of the topic.

Figure 15



According to figure 15, teacher gave more rewards when the topic was the shield; it was important because teacher saw them as an effective way to manage behavior in the classroom. For the other topics, rewards were less but they were used as a way to encourage students to participate.

Figure 16



In Figure 16, it can be seen that the score were higher when the topic was the flag, for the other topics the feedback provided was kept but was less. When students were corrected, it was considered as a way of getting language and getting progress. Besides, students, who were right in their answers, continued participating actively. Feedback was important for students to realize the quality of their performance in order to achieve better results in language learning.

Figure 17

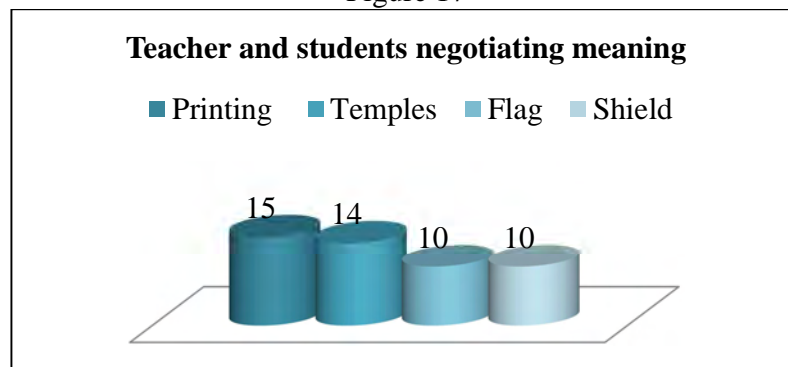


Figure 17 shows that the scores were almost equal, that is to say, it depended on the information about the topic and the students understanding of it. Negotiation of meaning can be defined as the process that speakers go through to reach a clear understanding of each other, in this way, in the two topics like the Printing and the Temples, students showed more strategies for negotiation of meaning because these topics were longer than the others or they were kind of difficult to be understood.

Chapter V: Conclusions and Recommendations

This chapter will be about conclusions and pedagogical recommendations in order to give teachers different tools or strategies to foster student's oral production by using Content Based Instruction as a new approach to teach a second or foreign language.

Conclusions

After the application of CBI (Content Based Instruction) to students of fifth grade from "Centro Educativo Colombo Suizo" and after analyzing the results, the following conclusions can be drawn:

CBI (Content Based Instruction) is a communicative approach that offers useful tools to develop the communicative skills in a practical way awakening the students' interest and performance.

CBI is the bridge that connects language Instruction with learners' closest need and interests.

When students were faced to CBI activities, they tended to have a positive attitude; they showed a minimal progress in their ability to communicate in the foreign language.

CBI demands the mastery of language use and communicative proficiency. At the beginning it was difficult for the students to assimilate this different way to teaching English because in some cases they needed the mother tongue.

The complexity of some topics and the lack of comprehension caused indiscipline in classroom.

The implementation of CBI in EFL settings probably involving a big challenge, but taking this risk could serve to enhance learners' level of proficiency in the foreign language.

The results were not good or successful because of some of the problems such as: lack of communicative language use, the grammar teaching and the overuse of the mother tongue.

The implementation of CBI makes language learning and teaching awake the creativity of EFL teachers and students when connecting language instruction with the reality of the world outside.

Thanks to CBI, teacher plays an important role in the integral education of the learners and although, EFL settings' characteristics present different obstacles to CBI implementation, it is what makes it more valuable.

Recommendations

Although Content Based Instruction is used to teach to advanced learners, it can be used for beginners or students of Elementary school, too, through the use of the adequate materials, methodologies and different tools to be successful in language teaching.

Content Based Instruction does not have as a priority to teach specific grammar structures and tenses; however, teachers should cover some grammar structures for students to learn about and take advantage of the content.

To teach a specific topic in Content Based Instruction, it is necessary that students learn a great quantity of vocabulary. Teacher should delimitate the relevance of vocabulary and expressions which will be useful to be taught, because if beginners have a large list of vocabulary, it may cause confusion.

Content Based Instruction demands English teachers to have a good proficiency in the L2. In this way, if a teacher wants to apply a CBI activity, they need to be well prepared not only in the content but also in the language. For this reason, it is necessary that teachers study and continue preparing all the time.

The content in CBI will be better learned if it is interesting and if it has the tools for students to speak. Remember that the expectation in this case is not only that students learn a topic but also speak clearly and fluently.

The historical context may contribute to teach English because it motivates students' participation and catches their attention, besides; it enhances the students' identity and cultural knowledge.

When the learners are beginners in Content Based Instruction, teachers should be clear, have fluency and use the level of L2 according to the audience, use gestures or body movements and help themselves with the most adequate materials to make students participate.

In Content Based Instruction, teachers should promote group work through the use of jigsaw activities or debates, thus, it encourages students to share ideas, to exchange information and states their own points of view.

It is essential to make an appropriate lesson plan to get the goal, think about the time for each stage, the delimitation of the topic, the students' turn of act and the giving of feedback.

It is necessary for the teacher to be accurate with the requirements of the activity and to be clear and explain the development of this. At the end of the task, it can be good to assess the students by making feedback and correcting their mistakes.

The use of authentic materials is a must as a way to facilitate learning; teachers should use their creativity to create their own materials. They can help students to develop the activities and thus learners may be activated in a way that encourages their own initiative to express their ideas and opinions.

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APPENDIX

Appendix

Centro Educativo Colombo Suizo

English Course

Grade: Fifth

Number of Hours: 4 hours per week

Teacher: Carlos Guerrero

Term: October 2011

Course Description

This course is designed to foster students' oral production. It will provide students some specific content such as the most relevant aspects of the History of San Juan de Pasto, these aspects will help them to communicate in a more confident way.

Goals

At the end of the course, students will be able to:

- Develop communicative competence in a more effective way.
- Use language for real purposes
- Use different expressions to communicate.

Materials

Worksheets, The flag and the shield of San Juan de Pasto, power point presentations, and the computer room will be the main materials

Methodology

The methodology will be mainly Content Based Instruction. The course will be based on the discussion of any topic; Students will be responsible for sharing their opinions with their classmates. Authentic materials will be used to provide students some of the aspects about the

History of San Juan de Pasto. Individual and Group oral reports and presentations will be prepared and presented in class.

Requirements and Grading

Students are expected to do the assigned tasks and participate in class discussions.

Grading and Break Down

Class Participation 25%

Presentations of the assigned topic 50%

Jigsaw 25%

CONTENTS		
WEEK	CLASS WORK	INDEPENDENT WORK
WEEK 1	General Information A brief story of the shield and the flag from San Juan de Pasto Read: "THE SHIELD AND FLAG FROM SAN JUAN DE PASTO"	Design a new flag for the city. Make a presentation about the elements of the shield that you will change or replace.
WEEK 2	The story of the printing and the newspaper in San Juan de Pasto. Watch: The Printing and the Newspaper in Pasto. Read: The Printing and the Newspaper in San Juan de Pasto (for additional information). The Temples and their history in San Juan de Pasto. Watch: The Temples in San Juan de Pasto. Read: The temples of San Juan de Pasto (for additional information)	Create and Design a Newspaper and make a presentation showing to the rest of the class your newspaper. Jigsaw: Organize the wedding of a couple of famous people and chose one temple of our city to carry out this event.

LESSON PLAN 1

Date: October 18th, 2011 (120 minutes)

Goal: Students will be able to express and give opinions.

Objectives: In this lesson, students will learn:

Functions: Asking and answering questions using expressions of giving opinions related to the story of the flag of San Juan de Pasto orally.

Topic: Expressions for giving opinions.

Materials: Marker, Board, Copies and the flag of San Juan de Pasto.

Procedure:

- 1. INTRODUCTORY STAGE.** The teacher introduces the topic the flag of San Juan de Pasto giving brief information about it and explains the relevance to know the story of this flag, for people from San Juan de Pasto. **(Estimated time: 20 minutes)**
- 2. TOPIC EXPLANATION STAGE:** The teacher provides the information about the elements of the flag of San Juan De Pasto making emphasis on its meaning. After that, teacher presents the expressions for giving opinions, he gives students a short list of them, and explains to the class its meaning and use. **(Estimated time: 20 minutes)**
- 3. INFORMATION STAGE:** The teacher asks Students to get in groups of four to develop the activity, he provides a worksheet with information about the story of the flag, he reads and explains the information contained in the worksheet for students better understanding of the topic after that he also explains the way hoe students can do the task as the expressions that will facilitate communication and comprehension, finally, he explains clearly through the examples what Students should do and he answers some questions and doubts of them. **(Estimated time: 20 minutes).**

- 4. DEVELOPMENT ACTIVITY STAGE:** Students share ideas about the story and the flag elements nature. Then each group gives opinions about the flag elements and finally, they design their ideal flag giving authentic and representative colors for their group saying what they mean **(Estimated time: 30 minutes)**.
- 5. FINAL THOUGHTS STAGE:** At the end of the task, teacher asks one student per group going to the board to present his/her ideal group flag giving reasons about their choice. Finally the teacher clarifies and reinforces some expressions and speech ideas about the topic. **(Estimated time: 30 minutes)**.

LESSON PLAN 2

Date: October 20th, 2011 (120 minutes)

Goal: Students will be able to express and give opinions.

Objectives: In this lesson, students will learn:

Functions: Asking and answering questions using expressions of giving opinions related to the story of the shield of San Juan de Pasto orally.

Topic: Expressions for giving opinions.

Materials: Marker, Board, Copies and the shield of San Juan de Pasto.

- 1. INTRODUCTORY STAGE.** The teacher introduces the topic the Shield giving brief information about it and explains the relevance to know the history of this shield, for people from San Juan de Pasto. **(Estimated time: 20 minutes)**
- 2. TOPIC EXPLANATION STAGE:** The teacher provides the information about the elements of the shield making emphasis on its meaning. After that, he reinforces the explanation of the expressions for giving opinions. **(Estimated time: 20 minutes)**
- 3. INFORMATION STAGE:** The teacher asks Students to get in groups of four to develop the activity. He provides the information for students to do the task as well as the expressions that will facilitate communication and comprehension, finally, he explains clearly through the examples what students should do and he also answers some questions and doubts of them. **(Estimated time: 20 minutes).**
- 4. DEVELOPMENT ACTIVITY STAGE:** Students share ideas about the history and shield elements nature. Then each one of the students gives his/her opinion about the shield elements and says which element he/she would like to change or replace, and why. **(Estimated time: 30 minutes).**

5. **FINAL THOUGHTS STAGE:** At the end of the task, teacher asks one student per group for giving his/her opinion about the element (s) of the shield that his/her group would change or replace and why? Finally, the teacher clarifies and reinforces some expressions and speech ideas about the topic. **(Estimated time: 30 minutes).**

LESSON PLAN 3

Date: October 25th, 2011 (120 minutes)

Goal: Students will be able to express and give opinions using comparatives and superlatives.

Objectives: In this lesson, students will learn:

Functions: Asking and answering questions using expressions of giving opinions using comparatives and superlatives related to the story of the printing and the newspaper in San Juan de Pasto, orally.

Topic: Expressions for giving opinions – Comparatives and Superlatives.

Materials: Marker, Board, Worksheets and a power point presentation about the history of the printing and the newspaper in San Juan de Pasto.

PROCEDURE:

- 1. INTRODUCTORY STAGE.** The teacher makes a power point presentation about the printing and the newspaper in San Juan de Pasto, its beginning and the most relevant aspects around it. **(Estimated time: 20 minutes)**
- 2. TOPIC EXPLANATION STAGE:** The teacher provides the information about the topic and clarifies the vocabulary and the key words meaning. The teacher make emphasis about the topic using the comparatives and superlatives mentioning the newspaper physical types, colors, sections, titles, subtitles and pictures. **(Estimated time: 20 minutes)**
- 3. INFORMATION STAGE:** the teacher asks the Students to get in groups of four to develop the activity. He provides the information for students to do the task as well as the expressions and vocabulary that will facilitate students' communication and comprehension, finally, he explains clearly through the examples what students should do and he also answers some questions and doubts of them. **(Estimated time: 20 minutes).**

- 4. DEVELOPMENT ACTIVITY STAGE:** Students design a newspaper, giving it an interesting title taking into account the most representative aspects from San Juan de Pasto. Then, Ss give opinions about what could be the sections in their newspaper, for example: sports, gossips, health, politics, etc. Finally, Ss will give a price for their newspaper giving reasons. **(Estimated time: 30 minutes).**
- 5. FINAL THOUGHTS STAGE:** At the end of the task, teacher asks Ss make a circle and the groups present their newspaper, its title, the sections and the price, and so on. The rest of the class can refuse with arguments and say why they agree or disagree using the expressions and comparatives and superlatives. Finally, the teacher makes a brief feedback focusing on the students' mistakes, clarifying words, expressions and the use of some topics. **(Estimated time: 30 minutes).**

LESSON PLAN 4

Date: October 27th, 2012 (120 minutes)

Goal: Students will be able to express and give opinions using comparatives and superlatives.

Objectives: In this lesson, students will learn:

Functions: Asking and answering questions using expressions of giving opinions using comparatives and superlatives related to the story of the temples of San Juan de Pasto.

Topic: Expressions for giving opinions – Comparatives and Superlatives.

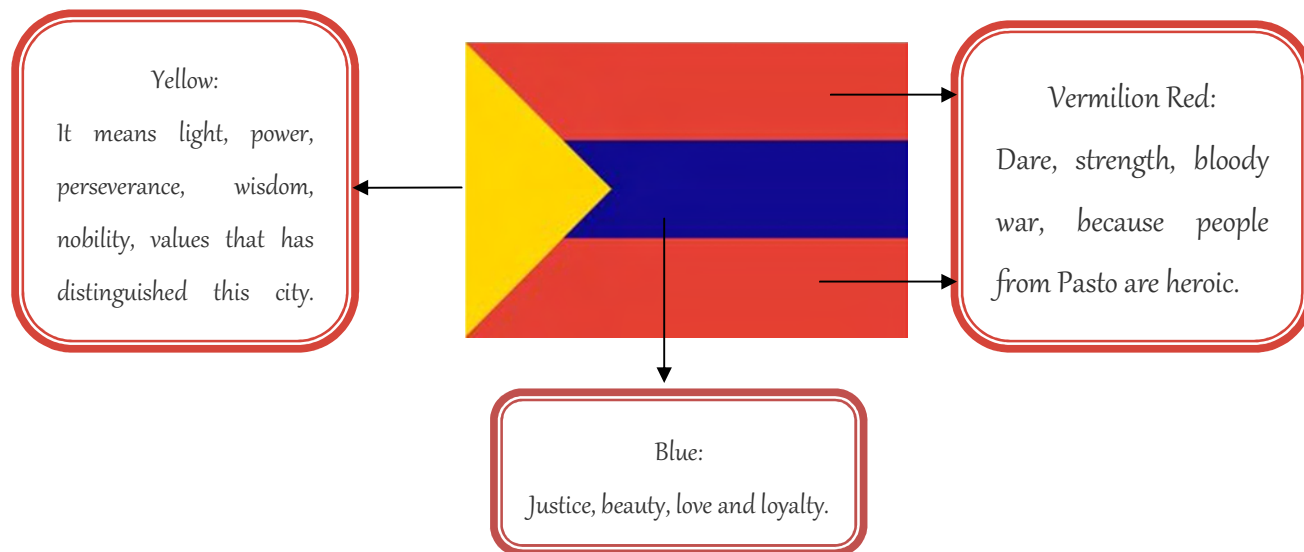
Materials: Marker, Board, Worksheets and a video about the story of the temples of San Juan de Pasto.

PROCEDURE:

- 1. INTRODUCTORY STAGE.** The teacher makes students watch a video about the story of some of the temples of San Juan de Pasto, its beginning and the most relevant aspects around it. **(Estimated time: 20 minutes)**
- 2. TOPIC EXPLANATION STAGE:** The teacher provides the information about the topic and clarifies the vocabulary and the key words meaning. The teacher make emphasis about the topic using the comparatives and superlatives mentioning the size, the architecture, the antiquity of the temples. **(Estimated time: 20 minutes)**
- 3. INFORMATION STAGE:** the teacher asks the Students to get in groups of four to develop the activity. He provides the information for students to do the task as well as the expressions and vocabulary that will facilitate students' communication and comprehension, finally, he explains clearly through the examples what students should do and he also answers some questions and doubts of them. **(Estimated time: 20 minutes).**

- 4. DEVELOPMENT ACTIVITY STAGE:** Students makes a jigsaw activity, each group must read a paragraph about one of the temples and then go to another group to share the ideas and finally organize the wedding of a couple of famous people. The event will be carried out in the temple chosen by the group according to the information they shared. **(Estimated time: 30 minutes).**
- 5. FINAL THOUGHTS STAGE:** At the end of the task, teacher asks Ss to make a short presentation to tell the rest of the class the temple that was chosen and say why, giving reasons. **(Estimated time: 30 minutes).**

THE FLAG OF SAN JUAN DE PASTO



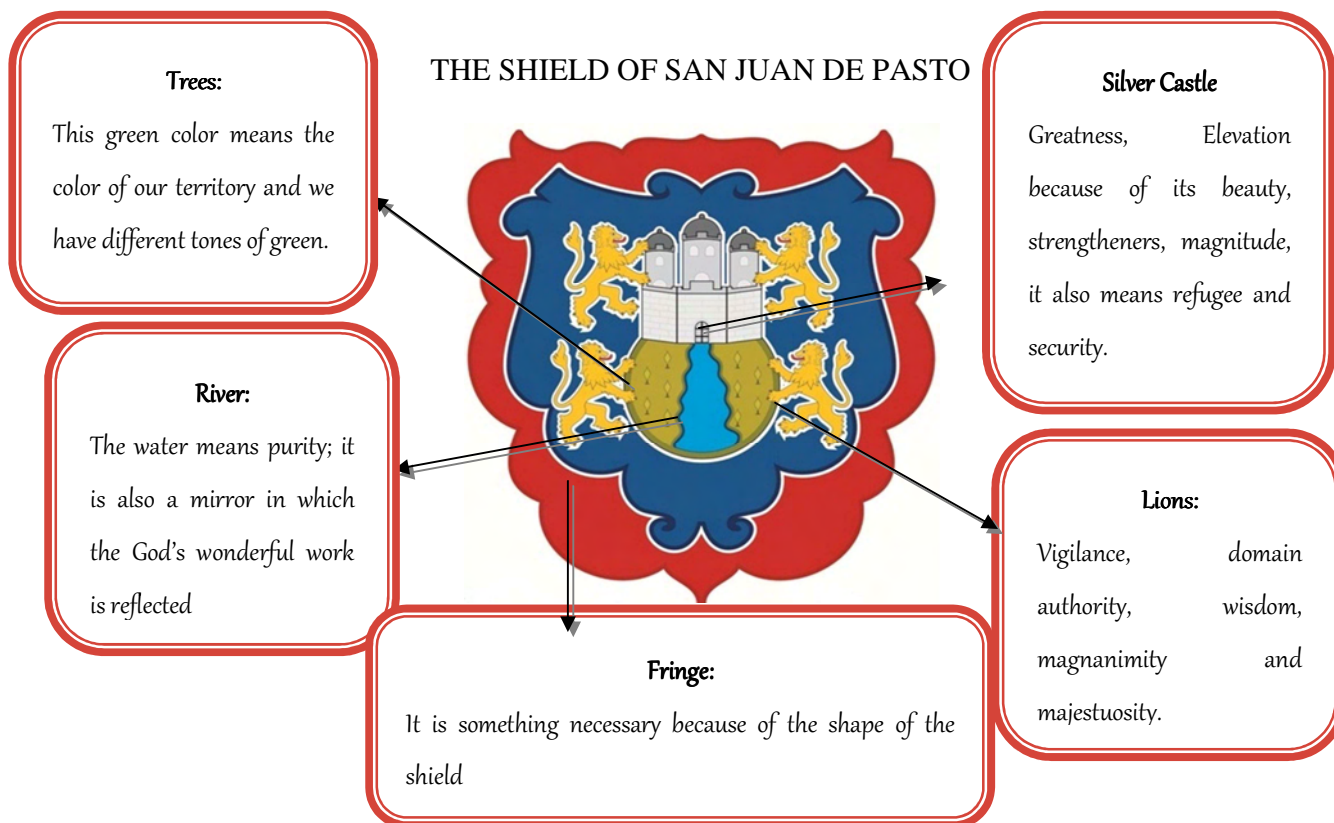
The Flag

It was designed by Dr. Ignacio Guerrero Rodriguez and describes it as follows: a ring of 1.35 meters by 1.10 meters that must be hoisted in a mast of 2.50m length, the designated colors are as follows: a blue band, horizontal and parallel to it, two red stripes and a triangle golden yellow color in proportion of one third over the flag.

Task Description

After having received a brief explanation provided by the teacher, it's time for you to do something meaningful for our flag.

1. Get in groups of four students.
2. Discuss about the information provided by the teacher during the explanation.
3. Read the article with the additional information about the flag and its meaning, and imagine you are going to design a new flag for the city. Discuss what colors would you use and why?
4. Share ideas with your partners and design your group ideal flag and define its meaning. Give reasons; Use the key words and vocabulary to answer the questions.
5. Make a short presentation to share with the rest of the class, the ideas discussed in your group.



The coat of arms of San Juan de Pasto is the heraldic emblem that for more than 400 years has identified the city, it was granted by the Princess Juana of Austria on behalf King Philip II, by the royal decree given in Valladolid on June 17, 1559. The shield was given for good relations with the king and served him loyally in all that was needed. It is a shield having in the middle a silver castle with four golden lions around it and under a river that cross between trees, blue field around the shield, the trees, the river, the castle are on a yellow field and a green and gold soil.

Task Description

After having received a brief explanation provided by the teacher, it's time to do something meaningful for our shield.

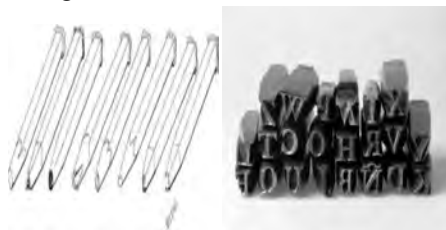
1. Get in groups, then, discuss about the information provided by the teacher.
2. Read the article with the additional information about the shield and their meaning, and Think about what of those elements would you change or replace? Say why? Give reasons; Use the key words and vocabulary to answer the questions.
3. Make a short presentation to share with the rest of the class, the ideas discussed in your group.

THE PRINTING AND THE JOURNALISM IN SAN JUAN DE PASTO

When Pastor Enríquez returned to Pasto after a war, between 1827 and 1828, he wanted to make a printing. So, he traveled to Ecuador and tried to buy one, but the price was excessively expensive, for this reason, he decided to build it on his own way.

In Quito, he knew the foundry, and when he returned to Pasto, his work began at the end of 1829, with Juan María Cano and Alejandro Gálvez, who were auxiliary workers.

- This printing began to work to the public between 1831 and 1832.
- The first notes for school were published, Saint's lives and Ninth, several political printings and six or seven newspapers, such as the Volcano, the Masks and others.
- Several didactic works were reprinted, such as a treaty of moral of Mr. Joaquín Lorenzo Villanueva and some collections of verses of Benjamin Gálvez.
- The first operation was building steel punches in whose tips, the type was formed to break the womb and to leave in it the relief of the letter.
- The combination of the metal fused for the types, was made with a mixture of plumb, zinc and tin.
- The biggest capital letters was wooden of orange tree and of encino.



The press, also wooden, was composed of a bank risen in four paws, at the ends of this bank, and in its longitudinal address, two columns united in its superior part by a stick that had in the center a nut for which a great wooden screw crossed, whose inferior end rested on a thick lined plank of cloth, that was like a tympanum and prensador at the same time; this plank went up and down for the action of the screw that was managed by the action of a lever.



The ink was obtained by picking up the black of smoke that was condensed in a cone of fine canvas, full with rubber. The black of smoke was dissolved later in it oils and paint thinner, was milled in two stones and it was applied to the irons by means of the common rollers.



The newspaper was born after the "invention" of the printing. The printing was called "The stick printing", because of the material of which was made, the first

newspaper was humorous and babbling, from that moment, between 1838 and 1900, the city had a newspaper well or not well written but it expressed interests and yearnings. In some times, the city had five newspapers that fought to conquer the public opinion and to be political guidance. The newspaper was not only a guide of the collective thought but they also woke up the conscience of the town.

The most important newspapers were: “EL DUENDE”, the first newspaper, it was so combative for this reason it was that victim of a criminal trial for slander and insult. There were only 63 publications and its format made people smile, but when it shacked people; it was very serious and terrible. Our journalism began with the first trial about press crimes.



“EL BIEN PUBLICO”

It was founded by Benigno Orbegozo, it was the newspaper of more importance for the quality of its collaborators and for the company sense that was printed from the beginning.



In Pasto, the journalism brought many benefits, such as: the advance in the public

education; the future creation of the Department of Nariño; the installation of some industries; the encouragement for the publication of books and pamphlets that contributed new knowledge and new energy to this town hurt by many wars



Many people, historians, writers, politicians, action men, played an important role in the development of journalism in Pasto, in all time talent men. Alejandro Santander was a person who supported the journalism.



- Get in groups of four or five students.
- Discuss about the information provided by the teacher during the explanation.
- Read the article with the additional information about the printing and the journalism and create a newspaper based on your ideas and your vision of the city. Use the key words and vocabulary.
- Make a short presentation to share with the rest of the class, the ideas discussed in your group.

Additional Considerations:

- Don't forget to ask the teacher, if you have any question.
- Be clear, creative; analyze the aspects that are interesting or unexplored.
- You have 20 minutes to complete the task

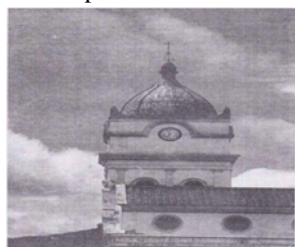
The Temples of San Juan De Pasto

ST. JOHN THE BAPTIST

It is the oldest building of the city. It was called the Mother Church and Honorary Co-Cathedral because it is the first Cathedral of Pasto. On April 10, 1859, Pope IX created the Diocese of St. John the Baptist and established the See in this Church because it has the glory of being the first and for many years the only parish in limits of the Inca dynasty.



- In 1667, being a victim of poverty, neglect and abandonment, an old chapel built, was demolished.
- Antonio Ruiz led the construction of the new temple. It was opened in 1669 and it was remodeled by the Cabildo in 1829.
- The temple had several renovations made by Father José María Chicaiza, who built the tower in glazed tile and got the clock brought from Switzerland, around 1856.
- Between 1934 and 1938, there was a new remodeling by Mr. Luis Lopez and in 1970



economic organization, the temple was built with rustic materials in the region: mud, straw, leja and tapia, although some of its walls have been replaced by brick.



PASTO CATHEDRAL



In the past, this place was occupied by the Chapel of St. Francis of Assisi, destroyed after some situations occurred on December 24, 1822.

The Franciscans left Pasto when the suppression of religious houses was ordered by Congress in 1839, the Church of San Francisco has deteriorated and at the end of the nineteenth century was demolished, but the new temple was built on October 25, 1899 with the blessing of the Bishop of Pasto San Ezequiel Moreno Diaz and January 1, 1920 was consecrated and inaugurated as Pasto Cathedral by Bishop Antonio Maria Pueyo de Val.

The Temple of the Sacred Heart of Jesus or San Francisco, was chosen as a Episcopal See of

name, it was called the New Cathedral and because of the worship of the past.



TEMPLE OF SAN FELIPE

- An image of Jesus on the Cross was painted by the priest Santiago Rodríguez del Padrón in the wall corridor of his house facing towards the river Mijitayo or San Francisco.
- People passing by and looked at the picture, they greeted with respect and devotion, for this reason, it was called "Jesus of Rio". When the priest died, devotion had greatly increased and a chapel was begun to build.
- In 1741, Manuel Fernández de Córdova was in charge of the work, the wall was used as the back for the altar wall and two arches of limestone and brick that looked like a bridge over the River, was built the small chapel called Ermita de Jesús del Rio, was 13 yards long and 4 wide. Soon after, it was expanded in half so far and wide, a room for the image and a tabernacle were added.



- The first priest was Father Francisco de la Villota y Barrera in 1815, He was the founder of the Congregation of San Felipe Neri in Pasto.
- In December 1869, the actual beautiful church was begun to build by the architect Mariano Aulestia, on December 8th, the first stone was put; in January 1903, the first mass was celebrated and in May 1904, the temple was consecrated by the Archbishop of Popayán Monsignor Manuel Jose Caicedo and the Bishop St. Ezekiel Moreno Diaz. Since 1904 the temple belongs to the community of the Fathers of the Oratory of St. Philip Neri.



TEMPLE OF MERCY

- The first Church of Mercy was an adobe hut covered by straw, in 1562, the construction of a church of great features was begun, with walls and arches made of lime that was completed in 1609.
- In 1637 the works to improve the church continued, in 1646 a tabernacle of three bodies with three niches was build for the Virgin and two saints.



- On March 23, 1756 the members of the Cabildo of Pasto, promised to fast the 23 September each year and solemnly celebrate the party to the Virgin; this last promise is

continued fulfilling in order to pray for protection against threats of the volcano.

- The temple suffered many flaws with the tremors and earthquakes over the years but, in January 20, 1834 the strongest earthquake destroyed completely the temple and the priests took refuge at home.

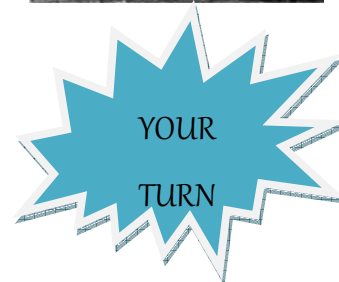
TEMPLE OF SANTIAGO

- On March 13, 1894 began the demolition of the ruined temple of Santiago, on March 20th the cornerstone of the new temple was put and in October 1st, 1897, the fray Ezekiel Moreno Diaz, bishop of Pasto, solemnly inaugurated with the administration of the Ecuador Capuchins for whom the large monastery was built.
- The shrine of Santiago was built in the penultimate decade of the XVI, that already existed in 1586 but, around 1665 it was begun the rebuilding of the chapel, in 1669 was to be finished. The earthquakes damaged for this reason, there was a lot of restorations in 1796.



- The actual temple of Santiago was begun to build in 1895 before the arrival of the Capuchins to Pasto, when this community decided to stay, the temple was given to them who actually are in charge of it.
- The square of Santiago and its chapel were theater on December 24, 1822 during the last resistance of Pasto to the

republican forces commanded by General Antonio José de Sucre, who did a vandalism assault to the houses and the murders of its occupants.



After having received a brief explanation provided by the teacher, it's time for you to do something meaningful...

1. Get in groups of four or five students.
2. Discuss about the information and read the article with the additional information about the temples and their story,
3. You are going to organize a weeding of a couple of famous people; you must choose one of these temples to do that, Say why? Give reasons; Use the key words and vocabulary.
4. Make a short presentation to share with the rest of the class, the ideas discussed in your group.

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