Making Appropriate Choices Regarding CBI Models Considering Adult Learners in EFL Setting

Nataly Del Carmen Rodríguez Ceballos

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Nataly Del Carmen Rodríguez Ceballos

Advisor:

Ana Clara Sánchez Solarte

NOTA DE RESPONSABILIDAD

"Las ideas y conclusiones aportadas en éste trabajo de grado, son responsabilidad exclusiva de los autores".

Articulo del acuerdo N°. 324 de octubre 11 de 1966, emanada del honorable consejo Directivo de la Universidad de Nariño.

NOTA DE ACEPTACIÓN

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Abstract

This research paper presents contemporary models of current communicative approach CBI (Content- Based Instruction) and benefits of its implementation with adult learners in a foreign setting like Pasto. This work supports the CBI approach as a good alternative for teaching adults; because, it is a new and useful option for learning content through a foreign language. Teachers over time are learning about new theoretical proposals which arise over time because they need to respond to new learners needs, and CBI delivers tools according to actual needs in the educational world. Today, there are new opportunities which require knowledge about a specific field, but their development needs management of a foreign language, because the exchange and feedback of experiences or information is vital for the continuous advancement in any field.

This research shows how models such as: theme based language instruction, sheltered content, Adjunct language instruction and team- teach approach could work for adult education.

Key words: Content Based Instructions, CBI contemporary models, EFL setting, Content and Foreign Language.

Resumen

Este trabajo presenta modelos contemporáneos del enfoque comunicativo (CBI) y beneficios de su implementación con adultos en un contexto como Pasto. El presente trabajo apoya el enfoque comunicativo CBI como una Buena alternativa para la enseñanza de adultos; porque esta es una opción nueva y útil para el aprendizaje de contenidos a través de una lengua extranjera. Los profesores, todo el tiempo están aprendiendo acerca de muevas propuestas teóricas que surgen a través del tiempo, porque necesitan dar respuesta a las necesidades de los estudiantes, y CBI da herramientas acordes al mundo educativo actual. Hoy en día, hay nuevas oportunidades las cuales requieren conocimiento acerca de un campo específico, pero su ejecución requiere dominio de una lengua extranjera, porque el intercambio y retroalimentación de experiencias o información es vital para los continuos avances en cualquier campo de estudio.

Este trabajo muestra modelos como: contenido basado en el tema, modelo protegido y el enfoque de enseñanza en equipo que podrían funcionar para la educación para adultos.

Palabras claves: CBI, modelos contemporáneos de CBI, Contextos donde inglés es una lengua extranjera, contenido y lengua extranjera.

Making Appropriate Choices Regarding CBI Models Considering Adult Learners in EFL Setting

In terms of education, researchers and teachers are constantly looking for better alternatives in order to teach a foreign language. However, through time, approaches and methods are enriched or changed according to the student´s needs.

To have a wide view about both concepts, method and approach, they will be discussed next.

Richards and Rodgers (1986) propose that "**method** was an umbrella term to capture redefined approaches, designs, and procedures."(p.9); also Prabhu (1990) had one more proposal, it was "method as both classroom activities and the theory that informs them"

During the same time, researchers were looking to understand the role of approach, below are some thoughts that emerged at that time:

Edward Anthony (1963) defined **approach** as "a set of assumptions dealing with the nature of language, learning and teaching." But knowledge is continuously changing; then, this concept started itself out as an evolution stating Antony´s original concept and including important additions and refinements done by H. Douglas Brown. He proposed a definition

that reflects the current use of "approach" which is known as "Theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical setting." (Brown, 2001, p.16).

Since 1880, there has been background information about methods that have emerged but also, they have been replaced or enriched with new concepts, some methods have been: Audiolingualism, Silent Way, Suggestopedia and Total Physical Response; and some approaches are: Communicative Language Teaching, Competency- Based Language Teaching, Content- Based Instruction and Cooperative Learning Approach. (Richard & Rodgers, 2001)

In the mid 1980s Stern (1985, p.251) called that time the "century-old obsession," or "prolonged preoccupation [with method] that has been increasingly unproductive and misguided", but Francois Gouin´s published *The art of Teaching and Learning Foreign Languages* (1880), where Gouin defended the Series Method. After it, through the beginning of this century, other methods emerged such as: direct method of Charles Berlitz, Audio-lingual Method of the late 1940s, Cognitive- Code Learning Method of the early 1960s, among others.

However, methods lost their relevance and David Nunnan (1991) summed four possible causes of their method´s demise:

1. Methods are too prescriptive and it assumed a lot of detail about the context where it could be implemented.

2. Most methods are quite distinctive at the beginning of the course, but indistinguishable at later stages.

3. "Something as artful and intuitive as language pedagogy cannot ever be so clearly verified by empirical validation"

4. Methods which are laden with "interested knowledge", according to Pennycook(1989, become vehicles of a "linguistic imperialism"(Philipson, 1992) targeting disempowered periphery.

"Through the 1970s and into the early 1980s, there was a good deal of hoopla about the "designer" methods. Even though they were not widely adopted standards of practice, they were nevertheless symbolic of a profession at least partially caught up in a mad scrambled invent a new method when the very concept of

method was eroding under our feet. We did not need a

new method. We needed, instead, to get on with the

business of unifying our *approach* to language teaching

and of designing effective task and techniques

informed by that approach". (Brown cited in Richards

and Renandya, 2002, p. 11)

Then, the approach had this macro concept which involved

the tools that teachers need to organize a class, but in the

same time it has a solid framework with theoretical bases about

teaching- learning process, aims, syllabus, activity types,

material, etc, for getting the best results in the

implementation of an approach in a course.

Nowadays, some examples of approaches that are currently

being used in the 21th century are: Communicative Language

Teaching, Competency- Based Language Teaching, Content- Based

Instruction and Cooperative Learning Approach.

A relevant, useful and current communicative approach is

Content- Based Instruction (CBI). It is an approach that allows

students to learn about a determined content but through a

foreign language, because it integrates content and language.

This integration between content and language generate a

better way for grabbing knowledge about a specific topic while

the communication skill are getting better, because adult learners receive important information that they know they will need at the end of the course. This benefit has been recognized by some authors such as: Snow, Met and Genesee(1989) who mention "A second rationale behind integrating language and content teaching is that language is learned most effectively for communication in meaningful, purposeful social and academic contexts" (p. 28).

This content concept in language teaching, has several definitions but in CBI approach, content refers to the determined knowledge that learners pretend to study. "Although *content* is used with a variety of different meanings in language teaching, 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 & Rogers, 2001, p. 204). This content is meaningful for learners and it affords a development of cognitive and communicative skills, while students are learning about topics which they want to be taught. "Content also provides a cognitive basis for language learning in that it provides real meaning that is an inherent feature of naturalistic language learning" (Snow et al, 1989, pp. 28)

Content can provide both a motivational and a cognitive basis for language learning. Content

provides a primary motivational incentive for language learning insofar as it is interesting and of some value to the learner and therefore worth learning. Language then will be learned because it provides access to content, and language learning may even become incidental to learning about the content (e.g., in immersion classes)(Snow et al, 1989, pp 28)

Through time this approach (CBI) has demonstrated being a good choice because CBI not only improves the learning of content of a specific area, but it also stimulates foreign language learning. "The teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught" (Krahnke, cited in Richards & Rodgers, 2001, p. 204).

Also, the content will be useful inside the CBI classes, because these classes offer special conditions that allow enrichment of knowledge and social interaction among classmates while they are sharing data, experiences, points of views, opinions and ways for applying knowledge about the content that they have acquired through the course.

Students in CBI classes have many opportunities to negotiate the knowledge that they are learning (rather

than simply interact or exchange information) and to
extend their knowledge at increasing levels of complexity
as more content incorporated into the lessons. Moreover,
students in content- based classrooms have many occasions
to engage in private speech while learning language,
sorting out input and rehearsing as they interact with
more knowledgeable individuals (Lantolf & Pavlenko, 1995,
cited by Snow & Brinton, 1997, pp. 7)

Inside CBI classes there is another important factor which
has a relevant role; the material and activities which are
focused on developing skills for mastering on the main content
through a foreign language, but it is also supported by learner
exposure inside an academic context where every condition has
the same intention with the participants.

In a content- based approach, the activities of the
language class are specific to the subject matter
being taught, and are geared to simulate students and
think and learn through the use of the target
language. Such an approach lends itself quite
naturally to the integrated teaching of the four
traditional language skills. For example, it employs
authentic reading materials which require students not
only to understand information but to interpret and

evaluate it as well. It provides a forum in which students can respond orally to reading and lecture materials. It recognizes that academic writing follows from listening, and reading, and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing. In this approach, students are exposed to study skills and learn a variety of language skills which prepare them for the range of academic tasks they will encounter. (Brinton, Snow & Wesche 1989, cited by Snow & Brinton, 1997, pp. 19)

This approach works well with adults because they have characteristics and conditions which facilitate the learning of content through a second or a foreign language. Lightbown and Nina Spada (1993) propose a table with learner characteristics and learning conditions, they are:

Learner characteristics	Learning conditions
1. Knowledge of another language	1. Freedom to be silent
2. Cognitive maturity	2. Ample time

3. Metalinguistic awareness

3. Corrective feedback: grammar and pronunciation

4. Knowledge of the world

4. Corrective feedback: word choice

5. Nervousness about speaking

5. Modified input

Adult learners have most of the qualities are required for learning content through a second language; these qualities are advantages for facing situations that demand more complex language according to the determined content of a course chosen by them. According to the CBI approach, this involves their interest and it will increase their comprehensible input which gives them improved process learning.

In teaching Adult learners at the University level, CBI is a great choice because this approach has proved previous English improvements which are indeed outstanding in learning new topics related to the language itself. Two out of the best benefits which this method offers are the use of a foreign language in academic context and communicative skills. These benefits are great advantages that teachers are able to implement inside the classroom to improve their students' cognitive and language skills development.

"CBI is ideal, for ESL instruction at the community college level. Students at this level are above survival ESL needs. But the academic demands placed on them in regular content classes, which are usually taken in addition to ESL classes, are taxing. […] Content- based ESL classes, where language is the vehicle to content mastery, provide an effective way to assist students with the transition to regular content courses". (Gee, 1992, p. 327)

This approach should be followed at University level in four different models such as: theme based language instruction, sheltered content instruction, adjunct language instruction and team-teach approach.

The purpose of this research paper is to support that CBI is a valuable approach, especially for teaching adults. Furthermore, the theme-based model could be a suitable model for an EFL setting in Pasto.

The development of this research will be the next:

1. Definition of CBI

2. Why CBI is a good alternative for teaching Adult learners?

3. Theme based language instruction

4. Sheltered content Adjunct language instruction

5. Team-teach approach

6. Teaching adult learners.

Definition of CBI

CBI approach is the process of learning concepts of different subjects in a foreign language. This approach provides students with the possibility of learning a specific topic, but in the mean time their communicative skills are being improved.

Content-based instruction (CBI), in its original conception, has two concurrent goals: Teaching students about particular topics and strengthening second language (L2) skills. The goals of individual content- based language courses can vary greatly from one to another (Zyzik & Polio, 2008). Despite of the fact that CBI has been enriched by interested authors who have studied this vanguard approach, it has been continuously updated for the new tendency of the upcoming generation.

(CBI), for Brinton, Snow, and Wesche (1989: vii), is "the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material" (Cited by Brown, 2000). Twelve years later, another concept concerning CBI was "an approach to second language teaching in which teaching is

organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (Richards & Rogers, 2001, p. 204).

"CBI (Snow 1998, Brinton & Master 1997, Snow & Brinton 1997, among others) has provided new opportunities and challenges. Content-based classrooms may yield an increase in intrinsic motivation and empowerment, as students are focused on subject matter that is important for their lives." It is a huge advancement in education and culture, just because there will be a massive amount of students who indeed are willing to learn, so that they well may acquire language easily in order to fully understand contents being planned in a course. Students´ interest will turn into intrinsic motivation, and this is an essential factor that must be adopted in every class. "… there can be no doubt that intrinsic motivation plays a vital part in most student´s success or failure as language learners" (Harmer, 1991, p.4-5); "various studies have found that motivation is very strongly related to achievement in language learning (e.g. Gardner and Lambert, 1972; Gardner, 1980) Cited by (Ur, 1991); however, CBI does not only offer a chance to work with students with an intrinsic motivation, but it also brings along other benefits so that classes are fully enriched.

Richards & Renandya, 2002 mention four benefits that CBI offers:

1. "Thematically organized materials, typical of content- based classrooms are easier to remember and learn (Singer, 1990)". Once students realize they are able to acquire more information in their day-to-day classes, they will notice that they are getting one step forward in the whole process, and they will develop more interest in their classes.

2. "The presentation of coherent and meaningful information, characteristic of well-organized content-based curricula, leads to deeper processing and better learning (Anderson. 1990)"; therefore, the level of knowledge about content and language skills tends to be more likely strengthened in a period of time.

3. "There is a relationship between student motivation and student interest- common outcomes of content- based classes – and a student´s ability to process challenging materials, recall information, and elaborate (Alexander, Kulikowich, & Jetton, 1994)". This relationship allows students to get a solid process where language tools are given to accomplish the main goal.

4. "Expertise in a topic is being developed when learners reinvest their knowledge in a sequence of progressively more complex tasks feasible in content-based classrooms and usually absent from more traditional language classrooms because of the narrow focus on language rules or limited time on superficially developed and disparate topics (Beretier & Scardamalia, 1993)"; When a teacher has acquired expertise in the development of one specific topic, it will definitely be much easier to organize the content that is intended to be taught. The main reason lies on the fact that every teacher would take into consideration the topics which later in the process would become the foundation of more complex content that requires previous information.

Why CBI is a good alternative for teaching Adult learners?

Definitely, CBI approach is an excellent alternative for teaching adult learners, because they know it could provide particular and professional recognition in future opportunities finding a job or getting a scholarship, because, they have the skills to develop their work in a foreign language, and it could be useful to exchange, share information or get feedback with foreign colleagues.

This current communicative approach (CBI) is easy and well-adjusted to be applied according to adult learners and their

needs. During the course, while students learn determined content, also they will learn precise vocabulary according to the content that they need, and it will simplify the communication and they will say everything that they need with real expressions, technical and correct vocabulary.

In Pasto, CBI is a good alternative for adult education because there are qualified teachers who have certified education about pedagogy, linguistic, psychology and foreign language. Then, they have content knowledge, foreign language and the most important factor: the ability to integrate both before the start of the course. Met (1991) & Snow, Met, & Genesee (1989) suggested that "The ability to include language in CBI begins, in part, at the planning level" (cited by Bigelow, p. 38).

The CBI approach gives the opportunity to learn determined content through foreign language, but adult learners have different opportunities to travel to other places, where their foreign language in their native country will change to a second language. According to the adult learners' management of determined content and interest for traveling, they could be required in another country because they have acquired the knowledge and language that the job or educational institutions require.

When adult learners have this kind of education, they also will have more opportunities to get a scholarship forward their courses, and then they will realize that this education is not only for need in a moment, but also, this education will be useful in upper levels like specializations and masters.

The advancements in marketing, science, technology, pedagogy, culture and international process are increasing faster than we can imagine. This advancement is content which can be adapted according to the students´ needs and make authentic material that they can use to learn about specific topics of the course content, but at the same time they are learning about new information, advancements, and national and international real progress in the field that they are interested.

When CBI classes give time to students to share information, students will also develop social skills because they have to face new situations where they have to express their personal opinions and new contributions to the group with their knowledge. They will have to read material, journals, books; watch and listen to videos or recordings; write when they have to take tests or present essays according to the content; finally, they have to interact with the teacher and classmates in a foreign language. In this will develop the four

communicative skills (reading, writing, listening and speaking) while they learn about content through a foreign language.

The benefits of the CBI approach are well seen in EFL setting like our city, especially, if we apply Theme-based instruction with adult learners who wish to learn trading business, sport, musical content according to a specific need, as well as general occupations such as; carpentry, dressmaking, hair styling, arts-and-crafts among others.

The possible contemporary models of CBI that can be applied in an EFL setting like Pasto are as follows:

Theme based language instruction

Theme-based instruction is presented by Brinton as a language course in which the syllabus is organized around themes or topics: "The language syllabus is subordinated to the more general theme. […] Language analysis and practice evolve out of the topics that form the framework for the course. […] A topic might be introduced through reading, vocabulary developed through guided discussion, audio or video material on the same topic used for listening comprehension, followed by written assignment integrating information from several different sources. Most of the materials used will typically be teacher-generated and the topic treated will cross all skills (Brinton

et al., 1989)". Teachers in Pasto have been given the tools and all kinds of resources and are able to apply this approach in our city. It is known that people in Pasto are keen on reinforcing their knowledge and skills in order to be taken to where the foreign language is spoken.

CBI and specially Theme Based-Instruction is a valuable approach for being implemented on EFL setting like Pasto. Because through this approach adult learners could acquire specific content while they use a foreign language like English.

It is possible and useful, but… how could be it implemented?

Like any other society, Pasto and its people want to learn about its own identity or foreign ones, costumes, traditions, celebrations, religion, etc; but also, people could acquire knowledge about science, pedagogy, medicine, nature, business, psychology, sociology or any other interesting topic.

According to Tim Murphey, cited by Snow & Brinton (1997) research, the author let us know strategies that give guidelines that we can adapt to our context; Why not copy and paste, but adapt, because we have our own setting and it will be successful if it has a good orientation, organization and it is addressed to interested people.

This research paper supports the implementation of CBI education for adult learners in an EFL setting like Pasto, taking in account issues and strategies of Murphy which are cited by Snow & Brinton (1997).

In Pasto, it could be implemented in the University of Nariño and it could be supported by the Languages Department and students of this university could be participants who approve short courses like credits. These credits could be valid to approve which are established according to the policy of this university, for completing the requirements to finish the professional carrier. So, this is the opportunity to establish something new and something that will enrich cognitive and communicative skills of adult learners.

The approach may be applied at university level where students learn content about humanistic, pedagogical or physiological topics through a foreign language like a vehicle to acquire the information about the course. "Introduction to Linguistics, Psycholinguistics, Sociolinguistics, and TESOL Methodology (or virtually any other course) are essentially theme-based. That is, each course is a sequence of topics tied together by the assumption of a coherent overall theme. (Snow & Brinton, 1997)".

Stages, issues and strategies of Murphy cited by Snow and
Brinton (1997)

> At least five important issues warrant attention by those
> in EFL teaching situations wishing to implement CBI:
> (1)choosing an approach and methodology (which will guide
> other decisions); (2) selecting and orienting teachers;
> (3) selecting courses; (4) convincing students, staff,
> and administrators of the value of CBI; and (5)
> encouraging the continuation of CBI in upper-level courses
> to provide continuity. (Murphy cited by Snow & Brinton,
> 1997, pp. 119-120)

Foreign Language majors are a good example in our city
where TESOL has been adopted and structured with the aim of
strengthening the four main skills through content like methods,
approaches, syllabus, resources, etc.

This is a project that could be implemented like something
possible and new in the university and it is according to the
need to access to the actual conditions around the world, but
making use of strengths that university has.

The university has the space like credits, where adult
learners participate of a new alternative to acquire knowledge
through a foreign language.

These spaces should have a frequently feedback and evaluations between teacher and students, it allow to find out strengths and difficulties that could emerge during the development of the course, and give solutions on time about methodology, dynamic, time, tasks, space among others. This feedback allows adding more interesting material which involves more the students' interest, and teachers will to know advancements in their students.

Another important aspect in this implementation is enthusiastic teacher who indeed believe and have the tool for carrying out this classes, because if they are really convinced, they are going to transmit this confident and security to their students; then, the students development will be better due to their responsibility and appreciation for this lessons inside the classroom.

Sheltered content instruction

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. Since the ESL students are not in a class together with native speakers, the instructor will be required to present the content in a way which is comprehensible to

second language learners and in the process use

language and task at an appropriate level of

difficulty. Typically, the instructor will choose text

of a suitable difficulty level for learners and adjust

course requirements to accommodate the learners´

language capacities. (Shih 1986:638 cited by Richard

and Rodgers, 2001, p.216- 217)

In our setting this seems to be a feasible choice, since we

count on bilingual content specialists. Moreover, it is needed

to count on native speakers to support the process in terms of

interaction with both parties. Having both the specialist and

the native speaker will contribute successfully in the

development of the course.

Adjunct language instruction

"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. Such a

program requires a large amount of coordination to ensure that

the two curricula are interlocking and this may require

modifications both courses". (Richards & Rodgers, 2001)

In the adjunct model teachers´ commitments are to be well organized. On the one hand, they spend short periods of time inside the classroom; on the other hand, teachers will take a lot time of the classroom. As a consequence, it is necessary to come to an agreement where planning and organization will comply successfully with the curriculum and student´s expectations.

Team-teach approach

This is a variation on the adjunct approach. Shih (1986) describes two examples of this approach. One focused on lecture comprehension and the writing of examination questions in determined topics. The work of recording lectures and preparing comprehension checks (including exam questions) is shared between the subject teacher and the language teacher, and during class time, both help students with problems that arise.

This is a good choice for doing a comprehensive work where teacher can know more about possible difficult that students have with the contents; also, it is important to organize the work time because if every class take this way it is necessary to be punctual to finish the work which will be given to teacher of the course.

A second example is English- for- occupational- purposes writing course was designed to prepare students for writing task they might have to carry out in future jobs in building maintenance and management (e. g., writing of specifications, memos, accident reports, progress reports, and meeting reports). (…) As students work on these assignments, both teachers acts as consultants. Models written by the subject teacher or based on the best student work are later presented and discussed". (Shih 1986: 636 cited by Richard Rodgers, 2001, p. 217).

In this second example, it is clearly seen that both parties (teacher specialist and language teacher) are to work together so that students would benefit from having an adequate level of content and appropriate English level which allows students to overcome possible difficulties such as grammar, complex reading or more challenging tasks, etc.

Once CBI models have been described, they allow a broad perspective to the implementation of this approach in Pasto. Then, this research presents why CBI could be successfully applied in Pasto with adults.

Teaching adult learners.

When adults have determined goal such as: the possibility of work or an opportunity to keep going with their education with higher professional levels, and it is achieved through learning of specific information using foreign language and communicative skills (listening, reading, speaking and writing), the results are better, because they will practice the acquired knowledge that they have learned in a foreign language and they are really involved with they are doing.

This special interest is a motivational factor and Frank Smolinski (1993) talks about this motivational factor and provides an example:

> There is also a strong motivational factor involved in professional differentiation of vocabulary at an earlier level, and this factor may affect learning. In other words, a group of dentists learning a foreign language will feel especially motivated if the vocabulary refers to dentists and their work even though linguistically this is not necessary. (Smolinski, 1993, pp. 226)

Generally, teaching adult learners leads to a less challenging process in terms of language acquisition because adult students have an extrinsic and intrinsic motivation that

in the first place makes them attend their classes with more

interest of the learning process. When rules are being

established at the beginning of the course, discipline comes

along in a much easier way. Ur (1999) refers "teaching adults

is on the whole easier and less stressful (and better paid!). It

is, however, often directed towards special purposes (for

business, for academic study and so on), demanding extra areas

of expertise on the part of the teacher; and the teacher is

often expected to be a native speaker of the target language"

(p. 294)

Brown (2000) presents some strengths and recommendations for

working with adults:

Strengths

Adults have superior cognitive abilities that can render

them more successful in certain classroom endeavors. This

physical maturity generates conscientious for getting meaningful

learning to students in the class that had established; adults

are better able to handle abstract rules and concepts and adults

have longer attention spans for material that may not be

intrinsically interesting to them. Despite the resources or

materials used by teachers, L2 students understand the content

of a course and they are able to express their ideas having in

account grammatical rules of a second language. These capacities

give confidence to students to stay in the course and achieve
good results.

However, it is important to have some recommendations for
working with a population like adults.

Recommendations

Show respect for deeper thoughts and feelings that may be
"trapped" for the moment by a low proficiency level; they need
sensory input and can rely more on their imaginations and giving
students as many opportunities as possible to make *choices*
(cooperative learning). In the implementation of CBI and
specially theme-based instruction, it is important teachers
should be respectful and encourage their students when they
commit mistakes due to the level of language, because students
could learn about their own mistakes; then, the communication
with a second language between teachers and students allows
making choices and feedback not only about a determined content,
but also a language and it expands the measure of knowledge that
students could acquire.

Taking in account mentioned information about CBI, its
innovation, benefits, strengths and recommendations for adult
education; the implementation of this approach on a foreign
setting like Pasto is possible and it is a project real that

indeed will be established, if the content is interesting and give answer to students who would like to learn content through a foreign language as a vehicle to acquire this knowledge.

CONCLUSIONS

Despite all organization, planning and order in the development, CBI courses are not exempt from problems. Bigelow (2010) presents the below possible troubles: "This approach to language integration can also result in teachers coming to the conclusion that there is no time to teach language and content because each follows a parallel track" (p. 37); and the most common problem with CBI according Stoller & Grabe,(1997)is teachers: "become excited about interesting and appealing content and overlook the language exploitation aspects of instructions" (Cited by Bigelow, 2010, p.37).

Both problems are good reasons for doing a serious selection among teachers who will work with this approach. Those teachers indeed require management of the content and the ability to integrate it with a foreign language; also, they will need to be convinced about the benefits of this approach. Then, it should be very important that teachers who will deliver these courses have two tests, one of them about management of content, and the other one about use of foreign language.

A good planning CBI lessons and an appropriate selection of teachers, it will answer the actual needs of adult education. It will allow learners access to different information around the world because they are interested in the context and the content is in a foreign language. According to the motivation and personal life plans, it is very useful for developing their cognitive and communicative skills, because later, they could find a better job or maybe get a great scholarship.

The University of Nariño, specially the Language Department, has been the first to implement this approach. One example of this is TESOL. It has a wide content but is divided by topics about methodologies, methods, approaches, curriculum, syllabus, teachers and learners roles among others. It is very attractive for their students to learn TESOL in English, because they are learning about important content for their professional life but at the same time, they have to develop communication skills. Adult learners have an extrinsic motivation because they know that they need to develop this information for future work, so they will be involved in every lesson of course.

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