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learning. An integrative approach is a likely solution to many of our problems. To make this integrative approach to language and content instructions effective, priority need to be given to content teaching, new materials specifically written for LEP students ought to be produced, and teacher-lecturing should occupy the least of the class time.

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Post Reading Activities:

a- Language Work: Examples

1- Try to analyze the following sentence into as many simple sentences as possible.

In today's world-well on the way, in spite of obvious hatreds and disharmonies, understanding of other peoples lives and ways of looking at life are badly needed, if only counterbalance prejudice. (An extract from the text)

2- Why does the author state that he mistrusts the role of English as a means of education?

b- Content work: Examples

1- The author states that his article is a criticism of indiscriminate teaching. Do you think his criticism is also relevant to English teaching in this country?

2- Is it possible to defend indiscriminate teaching of English as a foreign language? On what grounds?

3- Summarize within 50 words why, according to the author, do we need to start learning foreign languages early in life?

c- Learning strategies: Examples

1- What is the message of the metaphore about digging new holes to the people involved in the education of our students? (inference)

2- Work in pair to find how Abbott (1984) replies to Rogers' criticism (1982)? (contrast)

3- Do you find his answers convincing? (evaluation)

These strategies may be inserted into the text

Conclusion:

Those of us in ELT, who teach 'content' courses at university level, cannot be insensitive to the specific needs of our LEP students. We need to pay equal attention to how well they know the language and how well they use it for

to be encouraged to ask questions on their meaning and use.)

c- Learning strategies:

These strategies are applicable to both content and language learning.

1- Underline the following phrases in the text. What functions do they serve in the text? (Selective attention) Examples:

- At the outset! should perhaps make it clear that ...
- Several questions are begged.
- Related to this ...
-

II- Activities That Accompany the Reading Process:

a- Language Work: Examples

- 1- Underline any new key word you note while reading, guess its meaning from the context.
- 2- make note of any key statement you fail to understand to check again after you finish reading the text.

b- Content Work: Examples

- 1- There may be a new proposition or a question in the text you are reading.
 - Think about the proposition, visualize it (if appropriate).
 - Is it any different from what you knew before?
 - Can you predict what the answer to the question you just read, might be?The above need to be inserted into the text itself.

C- Learning strategies: Examples

- 1- Do I really understand the two functions Paulo Friere is describing in the text i am reading? (self monitoring)
- 2- Let me make note of the answers, according to the author of this article, people often automatically cite when you ask them this question. (note-making)

These need to be inserted into the text.

various treatment of the question. Time and space do not permit to include these texts here. Only activities are included to exemplify our treatment of these texts and how our major objective, the integration of language and content instructions, is to be achieved.

These activities either precede, accompany, or follow each text. They are to exemplify the development of content, language, and learning strategies. Some of these activities are very effective and may serve more than one of these functions. Not all these activities need to take place in the classroom, if we are to achieve the priority of content over language instruction.

1. Pre-Reading Activities:

a. Language Work: Examples

- 1- A knowledge of the following words may help when read the text.
(A small number of key words and expressions are explained and exemplified)
- 2- Read the following pair of sentences. Compare to see which sentence in each pair is more difficult, formal, effective, ...
- 3- Rewrite the following sentences in your own English.

.....

b. Content Work: Examples

- 1- Write a short answer to the above question, the first that comes to your mind. Compare the answers. A few more frequent answers are put on the board for later discussions.
- 2- The following terms are put on the board to initiate, encourage discussions, and sensitize the students for the text:
 - a- mother tongue, second language, foreign language, power language,
 - b- civilization, development, progress, education
 - c- educational values, utilitarian purposes
 - d- cultural invasion linguistic imperialism(Students may write/say a sentence or two on any of the above. They need

these LEP students is the incongruity of the objectives. The lecturer, course designer, and the materials producer all aim at academic, comprehensive presentation of the major theoretical issues in the field. Students look for practical solutions to their problems, a recipe in simple clear language. The introductory, theoretical, and general nature of these materials and 'applied' orientation of justification for their inclusion in a program like the B. A. Degree program in English Language and literature make it difficult to bridge the gap between these incongruous objectives. To enable these students to understand the theoretical issues, and then prepare them to apply the insights to solve their own practical problems takes time and requires careful thinking, skillful planning, and collaboration between all concerned, in the majority of teaching situations such planning and cooperation may not be materialized.

The Priority of 'Content' Over 'Language' Instruction:

Another major factor which often makes the integration of content and language instruction less successful is the nature of the relationship between the content and language instruction. As research in the integration of language and content teaching indicates, integration maximizes the effectiveness of instruction if we give priority to 'content'. Most probably, one of the major causes of failure and boredom in the ESP courses is that very often we fail to achieve this priority, rather we focus on linguistic features and overlook other requirements of a specific content.

A Sample Unit to Exemplify the Integration of Content and Language Instructions:

The topic selected for this sample unit is "Why should we learn English as a foreign language?" This is a kind of question that many teachers of ELT Methodology courses intend to deal with early in their courses. Many general introductory books and journals on ELT have chapters or articles on this topic. Extracts from Rogers, J. (1982: 144-151), Abbott, G. (1984-10; 1992;172-179), Lee, W. R. (1992: 5-11) have been selected to represent

reference materials they have to study. Their proficiency is also limited in the sense that their school English gives them knowledge about language, mainly grammar, assuming that the ability to use that knowledge is its automatic outcome. Their university programs segregates the language skills, focuses on social interpersonal interactions. The limited English proficiency of these students is by no means appropriate to enable them to use language for learning.

Generally speaking, language-skill courses focus in grammar, pronunciation, reading, and social interactions. If effectively practiced these may lead to linguistic and communicative competences. As Saville-Troike (1984) states there is a qualitative difference between the communicative tactics and skills the learners find effective for their social interactions and those which are necessary for their academic achievement. According to Cummins (1981) academic success requires competence in using and understanding language in context-reduced situations. The language skill which is most likely to develop this competence is writing. Instructions in the use of learning strategies that usually are not taught or practiced in EFL situations are also necessary for the development of this competence.

The Materials:

These LEP students have to use the limited English they have learned to acquire new information from the lectures/materials which basically address a native or native-like audience. These lectures and materials show no sensitivity to the limited English proficiency of the students and to what supposedly they need to use that language for. The context-reduced language and cognitively demanding topics in these materials are not appropriate to the type and nature of the knowledge of the language they have. Very few attempts have been made to compile 'content' materials for non-native readership. These few are either out of print, out-dated in their coverage and methodology, or the scope of adaptation is very limited.

Another basic factor which makes the existing material inaccessible to

knowledge that students need to use language as a tool for learning. Students are given sufficient practice in using language in academic setting.

3- The learning strategies instruction component builds on Anderson's theory and suggests ways in which teachers can foster autonomy in their students.

Snow, et al (1989) propose a conceptual framework for the integration of language and content instructions in second/foreign language classrooms. This model derives its language learning objectives from three sources: (a) the second/foreign language curriculum, (b) the content-area curriculum, and (c) assessment of the learners academic and communicative needs and ongoing evaluation of their developing language skills. From these sources two types of language objectives are specified content-obligatory and content-compatible objectives. The first group of language objectives specify the language required for students to develop, master, and communicate about given content material. The belief is that for every topic or concept, certain language is essential or obligatory for understanding and talking about the material. Content-compatible language objectives are those compatible with the concept or information to be taught. Whereas content-obligatory objectives derive directly from the linguistic needs for communicating the information in the content area content compatible language objectives derive from the second/foreign language curriculum and ongoing assessment of learner needs and progress.

The LEP Students: The nature and type of their previous language experience

Students come to the content courses of the above-mentioned B. A. Degree program with some knowledge of English from their school years and from the language-skill courses they take earlier in this program. The experience and empirical evidences, however, clearly indicate that their English proficiency is too limited and qualitatively very different to enable them to benefit directly from the content lectures they listen to, and the

may inhibit academic achievement.

- We cannot depend only on social interactions for language skills development.
- There is a qualitative difference between the communicative tactics and skills that children find effective for their social interactions and those necessary for their academic achievement.
- Cummin's proposal that academic success requires competence in using and understanding language in context-reduced situations, is supported.
- The language skill which is most likely to develop this competence is writing.

She concludes that it is a positive development that in TESL we have broadened our focus from grammatical competence to communicative competence. But many who have jumped aboard this newest bandwagon have unfortunately misinterpreted 'communication' to apply only to social interaction, and such a limited conceptualization still fails to fulfill our accountability for students who must learn how to learn through the medium of English. We need to develop their academic competence as well, and this calls for even more changes in our priorities and in our practices.

Chamot & O'Malley (1987) describe the Cognitive Academic Language Learning Approach (CALLA), which is a framework they have designed to prepare students with limited English competence to benefit from the mainstream content courses where the medium of instruction, as well as, reading materials are in English. The CALLA model has three components: (a) a curriculum correlated with the mainstream content areas, (b) English language development integrated with content subjects, and (c) instruction in the use of learning strategies. They have applied Anderson's theoretical principles to CALLA in the following way.

1- The content component of the CALLA model represents declarative knowledge. This includes the concepts, facts, skills underlying content subjects, and grammatical and rhetorical knowledge.

2- The language development component aims to teach the procedural

skill, is acquired gradually and only with extensive opportunities for practice. What is most important in Anderson's theory is that there is an interplay between the declarative and procedural forms of knowledge which leads to the refinement of language ability. He identifies three empirically derived stages that describe the process by which language is acquired: (a) a cognitive stage, in which learning is deliberate, rule based, and often error- laden; (b) an associative stage, in which actions are executed more rapidly and errors are diminishing; (c) autonomous stage, in which actions are performed more fluently and the original rules, governing the performance may no longer be retained (See Chamot & O'Malley, 1987).

Cummins' (1980, 1981, 1982, 1983, 1984) work provides theoretical impetus for considering the integration of language and content instructions. His 1982 framework classifies language and content activities along two dimensions into four categories. According to him an activity may be either context-embedded and cognitively undemanding (e. g. following demonstrated directions), or context-embedded but cognitively demanding (e. g. understanding academic presentation accompanied by visuals), or context-reduced but cognitively undemanding (e. g. developing initial reading skills: decoding and literal comprehension), finally context-reduced and cognitively demanding (e. g. understanding academic presentation without visuals or demonstration).

Saville-Troike (1984) and her two colleagues examine the relationship between academic achievement and second language acquisition among nineteen children enrolled in a middle-class elementary school in the USA in an attempt to find out what really matters in second language learning for academic achievement. She draws the following generalizations from their findings:

- Vocabulary knowledge in English is the most important aspect of oral English proficiency for academic achievement.
- Emphasis on interpersonal communication, practice in spoken English, may not be necessary for the development of English proficiency, and

failure: the treatment of language learning and content learning as independent separate processes, students' 'limited' English proficiency, teacher-lecturing method of instruction, the 'genre' and organization of the 'content' in the reading resources, too much emphasis on reading skills in the expense of other skills mainly writing, and the absence of any reference to learning strategies. The above program provides an excellent setting to experiment the effectiveness of the integration of language and content instructions, sensitivity to the learner's limited' English proficiency, production and use of specially prepared materials, shift of emphasis from reading skills to writing skills, and the inclusion of instructions for learning strategies.

The Integrative Approach:

The integrative approach to language learning is neither a recent concept nor a recent practice. We have seen its effectiveness in the teaching of language skills, in language and literature studies, and in language and content instructions. Evidences to its effectiveness come from various sources: L1 acquisition, bilingual education, immersion programs, and ESL classes. The ballanced nature of integration has always been a crucial factor in the success of integrative approaches. Experience indicates that the misballanced nature and ill-practice of integration has very often been the major cause of failure in, instance, ESP instructions.

Convincing arguments for its theoretical basis may be found in the writings of Anderson (1980, 1981, 1982, 1983, 1985), Cummins (1980, 1981) and the reports of experiments and description of framework may be seen in Savill-Troike (1984), Mohan (1986), Chamot and O'Malley (1987), and Snow, et al (1989).

Anderson (1981, 1983, 1985) proposes a cognitive-skill theory of second language acquisition. In his view, knowledge is stored in memory in two forms: declarative and procedural. Whereas declarative knowledge of factual information may be acquired quickly, procedural knowledge, such as language

A Case for the Integration of Content and Language Instructions in EFL Situation

'To whom it may concern!'

This writing may be of interest to those involved in content and language instruction in bilingual education, immersion, and ESL programs, to those who believe that the mainstream ELT has focused on how well learners learn and teachers teach, and almost overlooked the equally important question of how well learners learn to use it for learning. This writing is, more specifically, to be of interest to those who have to lecture in English on 'content' subjects like linguistics and ELT methodology, but their students have only a 'limited' English proficiency.

The Setting:

The B. A. Degree program in English language and literature offered at Allameh-Tabataba'i University in Tehran, like many other language and literature programs in countries where English is a foreign language, to respond to an ever-increasing need for educated teachers of English appends a number of 'content' courses to its intrinsic language and literature courses. The experience and empirical evidences indicate that these courses very often fail to meet their objectives. The following have been noted as causes for their