

FOREIGN LANGUAGE TEACHERS' PERCEPTIONS AND PRACTICE OF
CONTENT BASED INSTRUCTION IN A TURKISH UNIVERSITY

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*To my beloved wife,
Sema Er*

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ABSTRACT

FOREIGN LANGUAGE TEACHERS' PERCEPTIONS AND PRACTICE OF
CONTENT BASED INSTRUCTION IN A TURKISH UNIVERSITY

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M.A. The Program of Teaching English as a Foreign Language

Supervisor: Assoc. Prof. Dr. Maria Angelova

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The purpose of this case study was to investigate foreign language instructors' perceptions of content-based instruction (CBI), and diverse CBI models in Karadeniz Technical University, where content-based instruction was once used but then terminated in the Department of Basic English and is still in use by only some instructors in the Department of Modern Languages. Another aim was to find out the potential advantages and disadvantages of using content-based instruction in university preparatory programs. The preliminary data were collected through observations, and two questionnaires, one in the Department of Basic English and the other in the Department of Modern Languages. The descriptive analysis of the questionnaires was used as a basis for selecting the final sample group of six instructors who were interviewed during the second phase of the data collection. In addition, focus group discussions with CBI-practicing instructors were organized.

The findings of the study showed that the majority of the language instructors from both departments clearly regarded content-based instruction as a better and desired way of preparing students for their further academic studies. On the other hand, most of them were also aware of the particular challenges and obstacles which hindered the implementation of content-based instruction. The controversy in the EFL instructors' perceptions of content-based instruction arose over the interpretation of these challenges and obstacles.

Key words: Content-based instruction, CBI, CBI models

ÖZET

TÜRKİYE'DEKİ BİR ÜNİVERSİTEDE ÇALIŞAN YABANCI DİL ÖĞRETMENLERİNİN İÇERİK TEMELLİ ÖĞRETİM HAKKINDAKİ GÖRÜŞLERİ VE UYGULAMALARI ÜZERİNE BİR ÇALIŞMA

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Bu çalışmada amaç, yabancı dil okutmanlarının içerik temelli öğretimi ve içerik temelli öğretim modellerini nasıl algıladıklarını incelemektir. Çalışma, Temel İngilizce Bölümü'nde içerik temelli öğretimin bir süre kullanıldığı ama daha sonra sonlandırıldığı, Modern Diller Bölümü'nde ise, içerik temelli öğretimin halen bazı okutmanlar tarafından uygulandığı Karadeniz Teknik Üniversitesi'nde gerçekleştirilmiştir. Diğer bir amaç ise içerik temelli öğretimin üniversite hazırlık programlarında uygulanmasının muhtemel yararlarını ve zararlarını araştırmaktır. Ön veri, gözlemler ve biri Temel İngilizce Bölümü'nde diğeri ise Modern Diller Bölümü'nde olmak üzere uygulanmış olan iki anket aracılığı ile toplanmıştır. Bu anketlerin betimsel analizi, veri toplamanın ikinci safhasında mülakat yapılmış olan

altı okutmanın belirlenmesine temel oluşturmuştur. Ayrıca, içerik temelli öğretimi uygulayan okutmanlarla odak grup görüşmeleri de gerçekleştirilmiştir.

Çalışmanın sonuçları, her iki bölümde de, okutmanların büyük bir kısmının içerik temelli öğretimi, öğrencileri ileri dönemdeki akademik çalışmalarına daha iyi hazırlayabilecek ve uygulanması arzu edilen bir metod olarak algıladıklarını göstermiştir. Öte yandan, okutmanların yine birçoğu bu metodun uygulanmasını aksatan zorluklar ve engeller olduğunu da belirtmişlerdir. Okutmanların içerik temelli öğretimi algılamaları konusundaki asıl ihtilaf ise, bu zorlukları ve engelleri nasıl yorumladıkları noktasında ortaya çıkmıştır.

Anahtar sözcükler: İçerik Temelli Öğretim, İçerik Temelli Öğretim modelleri

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CHAPTER I: INTRODUCTION

Introduction

Today, more and more universities in Turkey are teaching all courses in English and many others are preparing to do so by offering a certain percent of content-area courses in English. This tendency reinforces the importance of university EFL preparatory classes where students are taught English, and prepared for further academic studies. However, in spite of such growing importance, university preparatory classes mostly do not carry any academic credit. As Rosenkjar (2002, p.13) suggests, these EFL classes are perceived to have no academic value; thus, most students regard them as supplementary non-academic studies. This understanding may result from the fact that the content in EFL classrooms is not related to the students' respective degree programmes, which also lowers the motivation levels of preparatory class students towards learning English. The quest for finding alternative methods to increase students' motivation and better prepare them for further academic studies has recently resulted in a wide interest in content-based instruction (CBI) at the tertiary level EFL settings, specifically as a result of the changing academic requirements of different colleges and the rise of English as a global language for academic studies (Crandall & Kaufman, 2002).

Although CBI can be simply described as a method focusing on both language and content learning, the different implementations of it have resulted in diverse curricular models which are shaped around the varying needs of foreign language learners (Stoller, 2004). EFL teachers, as potential practitioners of this approach, are expected to take an active role in assessing those needs and choosing

the appropriate teaching method, and possibly the appropriate curricular model of CBI, that will meet those needs. This case study aims to shed light on (1) EFL teachers' understanding and perceptions of CBI, and diverse CBI models in particular; and (2) their perceptions of the potential advantages and disadvantages of using CBI in university preparatory classes to meet the changing needs of Turkish university students.

Background of the study

The role of content in foreign language teaching has always been a central issue for researchers. The notion of content in this context is described by Richards & Rodgers (2001) as “the substance or subject matter that we learn or communicate through a language as opposed to the language used to convey it” (p.204). Content-based instruction (CBI) is a method in which the study of a particular language is organized by moving the focus of the teaching to some subject-area content, rather than the target language per se (Leaver & Stryker, 1989). It has its basis in the principles that (1) language is learnt most effectively when it is used as a means of acquiring some other subject-area content, not the target language itself (Richards & Rodgers, 2001); and (2) learning language through content prepares students to enter the academic community of their disciplines (Leki & Carson, as cited in Garner & Borg, 2005). Some language programs since the 1970s that underline the role of content in language teaching include Language across the Curriculum, Immersion Education, Immigrant On-Arrival Programs, Programs for Students with limited English proficiency, Content and Language Integrated Learning (CLIL), Language for Specific Purposes (LSP), and Language for Academic purposes (LAP) (Richards & Rodgers, 2001, p.205). Sheltered Instruction Observation Protocol (SIOP), a

model developed by Echevarria, Vogt and Short (as cited in Echevarria, Short, & Powers, 2006), also concentrated on the effective presentation of curricular content concepts to English language learners. They all underscore the importance of meaning and purpose in foreign language teaching.

Although the successful immersion programs in Canada and the US in the 1970s are regarded as the main factors which have triggered the growth of CBI (Met, 1991), the increasing number of universities around the world using English partially or fully as a medium of instruction today makes researchers and practitioners more interested in CBI in EFL contexts as well (Crandall & Kaufman, 2002). Students enrolled in such English-medium universities in non-English speaking countries need intense training both in English as the medium of academic instruction and in the academic practices of their future degree programs such as the genres they will be exposed to (Garner & Borg, 2005). Therefore, today, many university preparatory programmes around the world have started to opt for content-based instruction (CBI) as a way of preparing students for future academic study in a language different from their mother tongue (Garner & Borg, 2005). As a natural consequence of the increasingly diverse settings (from K-12 immersion programs to EFL/ESL university settings), there are also many conflicting ideas regarding the extent of language and content which should be taught. The growing diversity of its use, as well as the conflicting views on the amount of integration of content and language in the language curriculum, has given rise to different approaches of CBI over the years (Stoller, 2002). The theme-based, sheltered, and adjunct models, described by Brinton, Snow, & Wesche (1989), are viewed as the prototype models of CBI among recent, ceaselessly evolving forms which have diverged from those prototypes

(Brinton & Jensen, 2002). As for contemporary models of CBI used at the university level, Richards & Rodgers (2001) list five: (1) theme-based language instruction, (2) sheltered content instruction, (3) adjunct language instruction, (4) team-teach approach, and (5) skills-based approach. Crandall & Kaufman (2002) mention three more models: sustained-content, stimulated adjunct, and content-centered language instruction.

In spite of the large number of CBI models, it is believed that all of them carry on the spirit of the initial movement of CBI (Brinton & Jensen, 2002), and all share the following characteristics, suggested by Stoller (2002, p.109):

1. They promote the integration of language, content, and strategy learning
2. They view language as a medium for learning content and content as a resource for learning and improving language
3. They use content materials to drive most instructional decisions
4. They endorse purposeful and meaningful language use in the classroom
5. They encourage active student participation and
6. They focus on the development of discourse-level abilities.

Such characteristics reiterate that CBI centers upon meaningful contexts for language learning. This shows that it is in alignment with the principles of Communicative Language Teaching (Richards & Rodgers, 2001). If, as it was argued, real communication is really the heart of language teaching, having some non-language content, rather than the language itself, as the main focus of language courses would be a more appropriate approach (Richards & Rodgers, 2001). With time, many other foreign language education researchers and practitioners (Crandall, 1993; Short, 1997; Snow, 1998; Stoller, 2004) have also advocated CBI, highlighting

the fact that it promotes the development of academic skills as well as language proficiency (Pessoa, Hendry, Donato, Tucker, & Lee, 2007). Peretz (1988) has suggested that it is possible to minimize students' anxiety by changing the focus of language courses to some content, rather than focusing on the medium of instruction itself. Morley (as cited in Peretz, 1988) has stated that it is not challenging enough for university level students to study only language; they must also be exposed to some non-language content as the language is already in use in any case in transferring the content knowledge. She also argues that whether to involve content or not can be viewed as a "narrow" versus "broad" approach to language teaching. In other words, having some additional content to be dealt with and learnt, apart from language itself, provides a broader vision in language teaching as it presents broader goals and objectives for language learners. Leaver & Stryker (1989) list the advantages of using CBI as enhanced motivation, self-confidence, L2 proficiency, and cultural literacy.

Because of all these proposed benefits, CBI has been a favorite topic for many researchers (e.g. Canbay, 2006; Chapple & Curtis, 2000; Crawford, 2001; Demirdirek, Özgirin, & Salataci, 2010; Garner & Borg, 2005; Kasper, 1997; Leaver & Stryker, 1989; Met, 1991; Pawan, 2008; Peretz, 1988; Pessoa, Hendry, Donato, Tucker, & Lee, 2007; Schleppegrell & Deoliveira, 2006; Silver, 2008; Snow & Brinton, 1988; Tsai & Shang, 2010). These studies can come under three main headings: (1) research on CBI from learners' point of view; (2) research on CBI from content area instructors' point of view; and (3) research on CBI from language instructors' point of view. Chapple & Curtis (2000), for example, explored the use of films, as the basis of a content-based approach, from the learners' perspective at the

Chinese University of Hong Kong, and they found that learners' language skills increased in all areas, particularly their speaking and listening skills. The learners also stated that their critical / analytical thinking skills, their range of perspectives and content knowledge developed. Peretz (1988) investigated the effect of using some subject matter which the learners were familiar with in a language course to increase learners' motivation to read in English. He found that the learners' motivation was quite high since the participants found the subject matter quite interesting. Likewise, Crawford (2001) investigated the effect of the adoption of graded readers and a movie as sources for teaching content in low level language classes, on the students' reactions to the course, whereas Tsai & Shang (2010) focused on the impact of content-based language instruction on EFL students' reading performance. In another study, Snow & Brinton (1988) also tried to reveal learners' perceptions in an attempt to examine the effectiveness of an adjunct model of CBI in teaching reading, writing and study skills required from some Asian immigrant students for academic success at the University of California. Kasper (1997) conducted a quantitative study to find the effect of content-based instructional programs on ESL students' academic progress.

Other studies focused on the content area instructor's point of view. Canbay (2006), for example, investigated the Academic English requirements of English-medium degree programmes at Karadeniz Technical University from the content area teachers' and departmental heads' points of view on CBI. In a later study, Pawan (2008) investigated the content area instructors' use of scaffolding practices for English language learners in the study of academic content areas taught in English; and aimed to identify under what scaffolding categories these practices could be

brought together. The results provided some suggestions of how content area instructors taught a lesson in English and helped English language learners with the language. Schleppegrell & Deoliveira (2006) showed how content area instructors scaffolded students' understanding of disciplinary language through the use of linguistic tools and text analysis.

As for the last group of studies, Silver (2008) explored trainee teachers' perceptions of the role of language in teaching content area courses in Singapore's bilingual educational system through his personal observations, student projects, in which they tried to teach language in tandem with some content areas, and students' reflections during that academic term. Finally, seeing that a large body of literature overlooked the opinions of in-service language teachers who are also stakeholders of the teaching procedure, Pessoa, Hendry, Donato, Tucker, & Lee, (2007) conducted a qualitative study in which they examined the role of two sixth grade Spanish teachers' discursive practices in CBI.

Statement of the problem

Content-based instruction is not a new topic of exploration in the literature. There has been a significant body of literature studying the potential benefits of and rationale for CBI, and exploring content-area instructors', trainee-teachers' and EFL learners' opinions of it; however, still little is known about how this type of instruction is appropriated, interpreted, and implemented by foreign language teachers (Pessoa, Hendry, Donato, Tucker, & Lee, 2007). As mentioned earlier, in an attempt to fill this gap, Pessoa, Hendry, Donato, Tucker, & Lee (2007) conducted a qualitative study in which they focused on two Spanish teachers' diverse implementations of CBI; however, while this study provided a useful introduction, it

was limited to only two language teachers, and it didn't refer to the applicability of CBI in different levels of education, particularly in university preparatory classes, and the potential consequences of such extended use. Therefore, more studies are needed in order to understand EFL teachers' perceptions of the use of CBI at the tertiary level; and of its potential long-term effects and outcomes in EFL university settings, particularly in university preparatory classes.

The increasing number of Turkish universities which, partially or fully, use English as a medium of instruction and for their assigned academic texts has also made researchers and practitioners look at the use of CBI in Turkish universities. Today, the goal of EFL university preparatory classes is not only to teach English to students but also to prepare them for their future academic courses and develop their academic language skills by integrating content-area subjects into the EFL curriculum. However, there are just a few Turkish university preparatory classes (e.g. Karadeniz Technical University) which actually implement the integration of content into language teaching. Most universities tend to use a variety of textbooks that consist of a great number of diverse topics, mostly not related to the students' field of studies. Considering the high-level of language work and knowledge students will need to be able to manage in their respective disciplines, the idea of depending solely on such general textbooks and instruction neglects the necessity of developing academic language skills that students will need in their future academic studies. Consequently, most university preparatory class graduates experience difficulty in comprehending academic texts in English and in setting broad academic goals once they start their studies in their respective disciplines.

Research Questions

The study aims to address the following research questions:

1. What are EFL teachers' understanding and perceptions of CBI and diverse CBI models in particular?
2. What are these EFL teachers' perceptions of the potential advantages and disadvantages of using CBI in university preparatory classes?

Significance of the study

Although content-based instruction (CBI) has drawn intense interest in recent years, it is still rather difficult to define it clearly. While Met (1999a) defines it as the integration of language and content, some others (Krueger & Ryan, 1993) even opt to avoid using the term "content" in their definitions (as cited in Hardman, 2009). This controversy stems from the diverse perceptions of CBI. Although considerable research has been devoted to show these diverse perceptions, the literature has failed to look at EFL teachers' perceptions of CBI and their beliefs in its effectiveness. This study may contribute to the field by revealing EFL teachers' perceptions of CBI and models of CBI, as well as their understanding of the potential advantages and disadvantages of using it in university preparatory classes. Moreover, the study will help EFL teachers to reconsider the role of university preparatory classes and the EFL curriculum in accordance with students' changing academic needs and goals.

At the local level, as many universities in Turkey are increasingly shifting to English as a medium of instruction for supplementary readings, major texts and lectures, a gap has emerged between the present role / function / methodology of university preparatory classes and students' changing academic needs and goals in learning English. This gap makes students consider the idea of preparatory class as

an inefficient course prior to their degree programmes. The present study aims to fill this gap (1) by exploring Karadeniz Technical University EFL teachers' perceptions of CBI, where CBI was once used and later terminated at preparatory classes and is still in use in some English courses offered after preparatory program in different colleges; and (2) by studying these EFL teachers' understanding of the potential outcomes and effects of using CBI particularly in Turkish university preparatory classes, and how it might be adopted to improve the current efficiency of university preparatory classes. This information is valuable for Turkish universities because, in the era of English becoming a global language in almost every field, universities may need to adapt their EFL curriculum in university preparatory classes according to the changing academic English requirements of English-medium departments at different universities.

CHAPTER II: LITERATURE REVIEW

Introduction

In the era of English becoming the language of the academic world, a great majority of students taking their first step into tertiary education are academically and linguistically underprepared for such academic life; and thus need some intense training, which is a mounting challenge for institutions (Snow & Brinton, 1988). University preparatory classes, which generally constitute the first year of the tertiary education, are inevitably regarded as a bridge which is to ease students' transition into the academic mainstream. In spite of sharing this same role, however, different university preparatory classes may use different teaching methods within their institutions in accordance with their students' academic and educational goals.

Recently, content-based instruction (CBI), as one of those teaching methods, has become more widespread at the tertiary level since it prepares students not simply in English as the medium of instruction but also in the academic practices of the students' respective disciplines by integrating disciplinary content and language. However, although considerable research has been devoted to potential benefits of content-based instruction, rather less attention has been paid to how this type of instruction is actually adopted, interpreted, and implemented by foreign language teachers (Pessoa, Hendry, Donato, Tucker, & Lee, 2007). Likewise, in spite of the growing global interest in CBI, only a few Turkish universities have actually adopted content-based instruction in their preparatory classes. The purpose of this study is to understand EFL teachers' perceptions of the use of CBI at the tertiary level and of its

potential long-term effects and outcomes in meeting the academic needs of university students in EFL preparatory class and degree programmes.

Definitions of content-based instruction

The notion of content, as in “content-based instruction”, is described by Richards & Rodgers (2001) as “the substance or subject matter that we learn or communicate through a language as opposed to the language used to convey it” (p.204). The question of what role content should have in foreign language education has been a classic problem for English Language Teaching (ELT) researchers and practitioners in the past several decades (Brinton, Snow, & Wesche, 1989). It is generally believed that language is acquired most effectively when it is taught in a meaningful content. In other words, isolating foreign language teaching from thought, from meaning, from real communication may not fit the complexity of human nature and can diminish the effectiveness of language teaching (Met, 1991). It should also be noted that, especially at the tertiary level, content can only be meaningful if it is of any value to learners. More specifically, content and language learning can be meaningful to university preparatory class students if the language course provides some academic tasks and texts similar to the tasks and texts that the students will encounter in their future respective disciplines (Crandall & Kaufman, 2002).

Content-based instruction (CBI), characterized by its duality of having both language and content related objectives (Stoller, 2004), is defined by Brinton, Snow, & Wesche (1989) as “the concurrent teaching of academic subject matter and second language skills in the postsecondary education” (p.2). They suggest that the academic needs of the university students should be the main factor that determines the

development of any language curriculum, which should primarily aim to help students with content learning through the use of second language; and, within the process, provide opportunity for training in academic language skills (Brinton, Snow, & Wesche, 1989).

Leaver & Stryker (1989) define CBI as a method in which the study of a particular language is organized by moving the focus of teaching to some subject-area content, rather than the target language itself. They also suggest that a CBI curriculum needs to possess four characteristics: (1) *subject matter core*, which means that the curriculum is fundamentally organized around a subject matter like history, business or social sciences; (2) *use of authentic texts*, which are taken from sources for the native speakers of the target language; (3) *learning of new information*; and (4) *appropriate to the specific needs of the students* which are mostly determined by students' future academic study plans.

Richards & Rodgers (2001) describe CBI as “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” (p.204).

Garner & Borg (2005) present CBI as a problem solver for the following problems and note:

“The proponents of CBI see in it the solution to a number of problems, such as: the lack of authenticity in English teaching materials (MacDonald, 2003; Spector-Cohen, Kirschener, & Wexler, 2001); the segregation of academic skills from their application (Benesch, 1992; Canagarajah, 2002; Dlaska, 2003); the failure to prepare students to enter the academic community of their disciplines (Leki & Carson, 1994, 1997); and the need to cater for the variety of discipline-related discourses and literacies (Baynham, 2000; Jordan, 1997)” (as cited in Garner & Borg, 2005, p.120).

Although all these definitions simply emphasize the integration of content and language learning, and appear to be clear enough in their definition of CBI, there is still some controversy since the extent of such integration is interpreted diversely by different ELT theorists and practitioners. This has led to the emergence of several CBI models. Almost every attempt to apply CBI in a new language program has turned out to be a different version of CBI (Leaver & Stryker, 1989). Such diverse understanding of CBI will be discussed in more detail in the CBI models section.

Historical Development of CBI

Although the successful immersion programs in Canada and the US in the 1960s - 70s are regarded as the main factors which have triggered the growth of CBI (Met, 1991), its roots can actually be traced back to 389 A.D. when St. Augustine underlined the importance of meaningful content in language acquisition:

“Once things are known, knowledge of words follows... we cannot hope to learn words we do not know unless we have grasped their meaning. This is not achieved by listening to the words, but by getting to know the things signified” (St. Augustine 60: XI, as cited in Brinton, Snow, & Wesche, 1989, p.4).

Since the late 1970s, CBI has appeared in some educational initiatives that also emphasize the principle of acquiring meaningful content through language (Richards & Rodgers, 2001). These recent content-based programs can be considered not as a different method but a variation (Leaver & Stryker, 1989) of the initial understanding of the relationship between language learning and the acquisition of meaningful content. These CBI-originated movements will be discussed in more detail in the following paragraphs:

In Canada, the *immersion programs*, which were developed principally to teach French to English-speaking children through the medium of subject matter,

used CBI as their methodological cornerstone in the education of K-12 students in 1960s-70s (Leaver & Stryker, 1989). The success of immersion programs in teaching both functional French and content area knowledge in tandem caught the attention of many theorists and practitioners around the world (Brinton, Snow, & Wesche, 1989). Student goals of an immersion program include: (1) developing a high level of proficiency in the foreign language; (2) developing positive attitudes toward the native speakers of the target language, and the target culture; (3) developing English language skills commensurate with expectations for a student's age and abilities; and (4) gaining designated skills and knowledge in the content areas of the curriculum (Richards & Rodgers, 2001, p.206).

Language across the curriculum was a proposal for native language education by a committee convened by the British government in 1975, which recommended teaching language as a part of instruction in other subjects in British schools (Brinton, Snow, & Wesche, 1989; Richards & Rodgers, 2001). The idea that language teaching is so across the board that it cannot be exclusively the English teachers' responsibility gave rise to the slogan "Every teacher, an English teacher" (Richards & Rodgers, 2001).

Immigrant on-arrival programs were designed in Australia to teach the newly arrived immigrants the language they will need in order to survive in their new home country. These courses intended to combine notional, functional, grammatical, and lexical specifications under specific topics and situations (Richards & Rodgers, 2001).

Programs for students with limited English proficiency (SLEP) generally focus on teaching any school-age children who lack the sufficient language

proficiency to attend a regular school program the language and other skills they need to be able to adapt themselves to the regular school curriculum (Richards & Rodgers, 2001).

Language for specific purposes (LSP) is defined by Hutchinson and Waters as “an approach to language teaching in which all decisions as to content and method are based on the learner’s purpose for learning the language” (as cited in Teodorescu, 2010, p.68) such as daily communication, education, accessing and exchanging information, doing business and so forth (Teodorescu, 2010). This is in line with the rationale for the use of content-based instruction as LSP identifies the needs of the learners first and determines the content and language curriculum accordingly. English for specific purposes (ESP), which was primarily developed in British universities and British occupational settings, has been the mainstream model of this type of language program (Brinton, Snow, & Wesche, 1989). Teodorescu (2010) has suggested that ESP can also be subdivided into two additional models since the learners’ needs seem to be diversified: English for academic purposes (EAP), which mainly aims to develop learners’ academic language skills, and English for occupational purposes (EOP). The researcher also states that English for occupational purposes can be further split into several sub-divisions such as Navigational English, Business English, Technical English, and so on.

Increased global interest in CBI

Although most of the content-based programs mentioned so far have been used in English as a second language (ESL) contexts, the increasing number of universities around the world using English partially or fully as a medium of instruction today makes researchers and practitioners study the use of CBI in EFL

contexts as well (Crandall & Kaufman, 2002). In recent years, some international conferences have been organized in various parts of the world, such as the University of Maastricht conference (2003) held in Netherlands with the theme of “Integrating content and language: Meeting the challenge of a multilingual higher education” and Peninsula Technikon conference (2001) held in South Africa with the theme of “Integrating content and language: Providing access to knowledge through language (as cited in Stoller, 2004).

Students enrolled in English-medium universities where English is not the native language need intense training both in English as the medium of instruction and in the academic practices of their future degree programs (Garner & Borg, 2005). Although it has not been found that there is a direct, positive connection between language proficiency and academic success (Graham, as cited in Snow & Brinton, 1988), it stands to reason that the existence of a threshold level of language proficiency is unignorable in order for students to succeed in their disciplinary studies (Snow & Brinton, 1988). Therefore, today, many university preparatory programmes around the world have started to use content-based instruction (CBI) in order to train their students in the academic literacy skills and genre knowledge that they will need across the academic curriculum (Garner & Borg, 2005; Song, 2006) . However, the use of CBI at almost every level of education from K-12 immersion programs to EFL/ESL university settings has naturally generated some conflicting ideas regarding its implementation, and eventually given rise to different approaches of CBI over the years (Stoller, 2002). These will be explained in more detail in the following section.

Curricular models of CBI

Brinton, Snow, & Wesche (1989) describe three models of CBI, the theme-based, sheltered, and adjunct models. These are generally accepted as the prototype models of CBI from which other models have diverged (Brinton & Jensen, 2002).

Theme or topic based language instruction refers to a language program in which the units are organized around certain topics or themes such as “the effects of global warming” or “rapid population growth” or “endangered species” (Brinton, Snow, & Wesche, 1989; Richards & Rodgers, 2001). Such a language syllabus might also be designed around a more general theme such as “the future of the Earth” which may specify the topics for two-three weeks of classroom work (Richards & Rodgers, 2001). In this type of instruction, it is also possible to arrange the curriculum for a whole term around one major topic such as technology, travelling or marketing (Brinton, Snow, & Wesche, 1989). It is suitable for the integration of language skills that each particular topic can initially be presented through a reading task which might be followed by a discussion activity aiming to recycle the topic and newly gained vocabulary, a listening activity through audio and/or videotaped materials dealing with the same theme, and a writing task combining newly gained knowledge from the abovementioned materials and tasks (Brinton, Snow, & Wesche, 1989; Richards & Rodgers, 2001).

Sheltered content instruction is used in content courses in which the medium of instruction is the second language, such as English, and the instruction is exclusively delivered by content area experts like university professors to second language learners who are, because of their deficiency in the second language, isolated or “sheltered” from native-speaking students (Brinton, Snow, & Wesche,

1989; Richards & Rodgers, 2001). According to Brinton, Snow, & Wesche (1989), this type of instruction differs from theme-based instruction in that sheltered language courses presuppose that the content area instructors are highly proficient in the second language and will be able to use that language at an appropriate level of difficulty for that particular group of students. Some of the techniques used in this model are slower speech and clear enunciation, use of visuals and demonstrations, scaffolded instruction, targeted vocabulary development, connections to student experiences, student-to-student interaction, adaptation of materials, and use of supplementary materials (Addison, 1988; Echevarria, 1995; Echevarria & Graves, 2003; Genesee, 1999; Kauffman, Sheppard, Burkart, Peyton, & Short, 1995; Short, 1991; Vogt, 2000, all as cited in Echevarria, Short, & Powers, 2006). Seeing this wide diversity of techniques which usually resulted in uneven implementation of this model, in 2000, Echevarria, Vogt and Short (as cited in Echevarria, Short, & Powers, 2006) developed Sheltered Instruction Observation Protocol (SIOP) with the purpose of providing content-area instructors with a framework explaining how to present curricular content concepts to English language learners more effectively. This protocol is of 30 items that are classified into eight major headings: (a) preparation, (b) building background, (c) comprehensible input, (d) strategies, (e) interaction, (f) practice / application, (g) lesson delivery, and (h) review / assessment.

In *Adjunct language instruction*, students are taught concurrently in two complementary courses – a language course and a content course – in which both native speakers and non-native speakers of the second language attend the same lectures. Mutually coordinated assignments which share the same content base enhance the link between the two courses. In order for adjunct language instruction

to be fully successful, however, extensive coordination among the instructors should be the backbone of the program aiming to ensure that the curricula of both courses complement each other. The curricula are usually required to be carefully modified (Brinton, Snow, & Wesche, 1989; Richards & Rodgers, 2001).

Richards & Rodgers (2001) mention two more additional models as contemporary models of CBI: Team-teach approach and skills-based approach.

Team-teach approach is regarded as an extension of the adjunct model. In this type of instruction, the course work is shared between a language instructor and a content area instructor who are always present in the classroom in order to help students immediately (Shih, as cite in Richards & Rodgers, 2001).

Skills-based approach is distinguished by its emphasis on a specific academic skill such as writing, in which students write in a variety of forms (e.g. short-essay tests, summaries, critiques, and so on) in order to show that they have comprehended the subject matter (Shih, as cited in Richards & Rodgers, 2001).

Crandall & Kaufman (2002), on the other hand, find the previous labels, such as the ones mentioned above, insufficient in fully explaining the complex nature of such collaboration of content and language; and indicate the constant emergence of new program models such as sustained content, simulated adjunct, and content-centered language instruction.

Sustained content language instruction is often carried out using one single text as it makes intuitive sense that dealing with a series of disconnected texts can be far more difficult for language learners (Heyden, 2001). Having a single but extended context as its base for language teaching makes this model very suitable for students to retrieve and practice certain key concepts and vocabulary related to a

particular topic, and, consequently, become familiar with the subject matter in depth (Heyden, 2001).

Brinton & Jensen (2002) explain the designation of *simulated adjunct language instruction* as basing a language course on some authentic content which the language instructor simply imports from an already existing content course; rather than officially combining a language course and a mainstream course as in the adjunct model. It also differs from the adjunct model in that although the latter constantly requires language teachers to make daily effort to decide how to refer to the content and how to fit it into language curriculum, the stimulated adjunct model enables ESL instructors or curriculum developers to manage the content more freely (Brinton & Jensen, 2002).

Similarly, in *content-centered language instruction*, the focus of the second language classroom is also on something meaningful, such as academic content, and that modification of the target language facilitates language acquisition and makes academic content accessible to second language learners (Crandall, 1994).

In spite of such different interpretations, CBI, “in its various guises” (Snow, as cited in Stoller, 2004, p.262), is believed to carry on the spirit of the initial movement of CBI (Brinton & Jensen, 2002), and adhere to common theoretical foundations which will be discussed in the following section.

Theoretical foundations of CBI

Krashen (as cited in Crandall, 1994) defines the ideal situation for foreign/second language learning as a context which provides conditions similar to those present in first language acquisition. He also summarizes those conditions as (1) having meaning as the main focus of the course rather than form; (2) using

language input that is at an appropriate level of difficulty for that particular group of learners to be able to both understand and learn new knowledge; and (3) providing ample opportunities for students to use the target language in meaningful contexts in a relatively anxiety free environment.

Brinton, Snow, & Wesche (1989) mention five different rationales for the collaboration of content and language learning which are implicitly present in all CBI models. First, proponents of this approach state that the consideration of eventual uses the learners will make of the target language should be at the heart of successful language programs. Second, although each learner may generally have his/her own personal interests and needs, the use of some informational input which has a high chance of calling all learners' attention, such as the informative texts related to learners' field of study, can increase students' motivation towards language learning. Third, CBI models draw on the principle that teaching is best practiced when the course aims to build on the previous experience and knowledge of the learner, as they take into account the learners' previous knowledge of the content area as well as their second language knowledge. A fourth rationale is that language instruction should be given in a contextualized environment. Finally, the fifth is that the input through which the target language is taught should be comprehensible to the learner (Krashen, 1985a; 1985, as cited in Brinton, Snow, & Wesche, 1989) (Brinton, Snow, & Wesche, 1989, p.3).

Richards & Rodgers (2001) connect CBI to two central principles: (1) language is acquired most effectively when it is used as a means of acquiring some other subject matter, not the target language itself; and (2) content-based instruction is better at identifying and meeting learners' needs in language teaching. They also

suggest that some nature of language also underscores the rationale for CBI. First, language is text- and discourse based, which means that the supremacy and complexity of linguistic entities goes beyond single sentences, and therefore, studying textual and discourse structures such as essays, book chapters, and articles is necessary. In addition, practicing productive skills through discussions and lectures is essential. Second, language use draws on integrated skills. Most of the CBI models emphasize the unity of knowledge, language, and higher order thinking skills, which can be mastered through the integration of several skills such as reading, taking notes, writing and responding orally. Lastly, learning of a second/foreign language cannot be isolated from specific purposes such as academic, occupational, social, or recreational uses. In order to get the most out of CBI, both the language instructor and language learners must be aware of the purposes for which that particular language is taught and learnt. The language curriculum and the level of instruction should be organized accordingly. Only then can the information learners receive be perceived as interesting, useful, and leading to a desired goal.

Stoller (2002, p.109) summarizes the rationale for CBI programs in six items:

1. They promote the integration of language, content, and strategy learning.
2. They view language as a medium for learning content and content as a resource for learning and improving language.
3. They use content materials to drive most instructional decisions.
4. They endorse purposeful and meaningful language use in the classroom.
5. They encourage active student participation.
6. They focus on the development of discourse-level abilities.

Such characteristics reiterate the fact that CBI emphasizes meaningful contexts for language learning. This shows that this method is in agreement with the principles of Communicative Language Teaching (Richards & Rodgers, 2001). If, as it was argued, real communication is indeed a crucial component of language teaching, having some non-language content, rather than the language per se, as the main focus of a language course would be more appropriate (Richards & Rodgers, 2001).

De Escorcía (as cited in Peretz, 1988) claims that the integration of some relevant content into language instruction can provide a non-threatening environment for students and therefore, increase their motivation since students would not feel at a disadvantage in front of their teacher, who, in traditional language classes, can easily act as the absolute authority as s/he provides all the answers. The same author also states that traditional language instruction which mostly tries to make use of reading texts of a great number of diverse topics, mostly not related to the students' field of studies, and tests students' comprehension merely generates surface processing (Alderson & Urquhart, as cited in Peretz, 1988). This means that learners who are taught in such traditional classrooms start seeing English as a "compartmentalized" language knowledge which is solely used to read the assigned language texts and to answer the follow-up comprehension questions created by their language teacher; and not as a real tool for gaining new knowledge in their future academic studies (Peretz, 1988).

Review of previous empirical research on CBI

Empirical research on CBI focusing on learners' perceptions

Chapple & Curtis (2000) explored the use of films, as the basis of a content-based course, from the students' perspective at the Chinese University of Hong Kong, where the medium of instruction is officially bilingual, English and Chinese / Cantonese. Participants were 31 Cantonese second to final year undergraduate students enrolled in different degree programmes but taking a common elective course, titled "Thinking through the culture of film", taught only in English. Although Hong Kong was a British crown colony, and therefore, most students had previously had substantial instruction in English, their English proficiency levels were still significantly different from one another. No explicit information was provided regarding the students' levels. The participants attended two classes per week for a total number of 13 weeks. The classes, which were taught by ELT teachers, were generally based on small-group and whole-group discussions of films. There was little or no formal instruction of language. At the end of the term, in an attempt to study students' perceptions of the course and of their own academic/language development, the researchers gave a four-point Likert scale questionnaire to students and asked them to reflect on their perceived progress throughout the course in the following six areas:

1. Confidence in expressing themselves in English;
2. Ability to express their ideas when speaking English;
3. Ability to express their ideas when writing English;
4. English listening skills;
5. Knowledge and use of English vocabulary; and

6. English presentation skills.

The responses of the students showed that they rated their language skills as having increased in all areas although there was no explicit language instruction, and also identified some improvement in other aspects of the course such as analytical/critical thinking skills, range of perspectives and understanding, and content (film) knowledge. This highly positive feedback from the participants can be partly interpreted as the impact of focusing on some other subject matter in the target language. However, as it is also stated in the article, this small-scale study didn't attempt to measure any other factors such as the instructor's teaching style, the instructors' relation with the learners, and the choice of materials which can also have an effect on the success of the program.

Peretz (1988) investigated the effect of using some subject matter which the learners were familiar with in a language course on students' motivation to read in English. The participants who were students of science and technology taking an EFL reading course were asked to make a 15-minute oral presentation based on their prior knowledge and interests. Before beginning the project, the students and the instructor made a schedule to make sure that there was enough time for the preparation and the revision of the project prior to the actual presentation. The teacher also made a 15-minute sample presentation for the purpose of giving some ideas to students about the organization of the presentation. During the presentations, the teacher served as an evaluator and used an evaluation form for assessing presenters on the terms which had been previously explained to all the students. He found that motivation was quite high in terms of the subject matter they chose and the language work they carried out. Generally speaking, the findings regarding

motivation are quite plausible since the participants were allowed to choose their topics of interests freely. However, it remains unclear how the researcher could measure the students' motivation levels by merely completing an evaluation form. It would be, therefore, of interest to learn about the measurement process in more detail. Moreover, the researcher failed to consider how motivation would change if other language skills like reading, writing and listening were also tested. It would seem, therefore, that further investigation is needed in order to explore the overall efficiency of content-based instruction in this study.

In another study, Crawford (2001) investigated the effect of the adoption of a graded reader and a movie as sources for content in low level language classes, on the students' reactions to the course. The participants were 20-21 non-English-major freshman students who newly enrolled in the Hokkaido University of Education. What is of particular interest to note here is that although some previous studies like Yamane & Ryan (as cited in Crawford, 2001) underlined the hardship of teaching some subject area content to low proficiency level students within a language course, Crawford still aimed to explore the effectiveness of CBI in a lower-level class by adapting the input to the level of the students. It is also important that in this mandatory course, titled "Foreign Language Communication", the researcher preferred to use a graded reader as the primary content of the course, rather than as a tool normally used for only extensive reading. "Jurassic Park" by Michael Crichton (1995) was preferred to many other readers since most students were familiar with and interested in the topic and it also had a movie version to be watched. During the class, the students were engaged in a series of activities such as dictation at the beginning of each class, reading aloud, discussions and showing some scenes from

the movie with English subtitles. The students were also given homework which consisted of vocabulary and comprehension activities. In the end, an anonymous Likert-scale questionnaire was given to students in order to get their ideas about the effectiveness of this theme-based approach. The questionnaire consisted of four main parts: (1) opinions about the book “Jurassic Park”, (2) opinions about the process of reading, (3) opinions about the activities and (4) general opinions about the course. The results showed that although there were a few negative opinions about each of these categories, the majority of the class enjoyed the book, reading process and the activities. Moreover, all the students agreed that reading fostered language learning. It should also be noted that none of the students had a tendency to favor grammar-centered General English courses. In conclusion, it can be said that the study has the potential to serve as a model for the use of CBI in lower-level classes. However, it should not be forgotten that the success of such a course may also largely depend on the ability of the instructor as s/he will need to constantly look for language teaching opportunities in order to cover a great amount of language issues needed to be taught.

Likewise, Tsai & Shang (2010) focused on the impact of content-based language instruction on EFL students’ reading performance and students’ attitudes towards it. The participants were 110 second-year English major students studying at the I-Shou University in Taiwan. The subjects were grouped into three levels as high (35%), “intermediate” (33%) and “low” (32%), based on their TOEFL reading scores. Four short stories, *A Rose for Emily*, *The Chrysanthemums*, *Barn Burning* and *The Lottery*, and one poem, *The Sick Rose*, were chosen as the primary source of the course, which had both content- and language- related objectives. The classes were organized around *pre-reading* activities, such as talks about the author’s life and

prediction, *during-reading* activities, such as reading aloud and scrambling exercises, and finally *post-reading* activities, such as role-playing and watching movies. The data were collected through two sets of pre-tests during the first and second week of the course which measured the students' existing general and academic reading comprehension skills, and two sets of post-tests at the end of the term in order to measure the improvement of the students' skills in the abovementioned aspects. The follow-up data were collected through semi-structured interviews with five randomly selected students from each level of groups. The results of the t-tests and ANOVA tests showed that there was a significant difference between the pre- and post-tests in terms of students general and academic reading comprehension skills separately ($p < .05$). The one-way ANOVA test also showed that there was a significant difference among the three levels ($F(2,98) = 21.007, p = .000$). According to this test, high level students naturally outperformed the students in the other levels on the general reading comprehension skills; but it should be noted that the lower group students (mean for pre-test = 28.38, $SD = 7.59$; mean for post-test = 49.25, $SD = 8.88$, with the mean difference = 20.87) showed significantly greater improvement compared to intermediate group students; and the intermediate group of students (mean for pre-test = 43.09, $SD = 2.74$; mean for post-test = 53.21, $SD = 10.25$, with the mean difference = 10.12) showed significantly greater improvement compared to the high level group students (mean for pre-test = 58.39, $SD = 7.02$; mean for post-test = 65.22, $SD = 12.33$, with the mean difference = 6.83). The interviews also revealed that the students developed positive attitudes towards this type of approach as they realized that CBI strategies enhanced their comprehension skills. In conclusion, although the study gives empirical data about the impact of CBI on

students' reading performance, having only English majors as participants and not referring to many other factors which may have also influenced the outcome of the study were the limitations of the study, as stated in the article.

Snow & Brinton (1988) also referred to learners' opinions in an attempt to examine the effectiveness of an adjunct model of CBI in teaching reading, writing and study skills required from some Asian immigrant students for academic success at the University of California Los Angeles (UCLA). The study was carried out in two phases in the Freshman Summer Program (FSP), a seven-week, cross-curricular adjunct model program which aimed to train freshman students who lacked the required linguistic and academic skills for success in their degree programmes. The program consisted of two concurrent courses – a language course (12-14 hours per week) and a content course (8 hours per week). In the first phase, data from 79 former students of FSP were collected through a questionnaire to check their current academic success at UCLA. The questionnaire had four sections as (1) demographic features, (2) rating of certain academic tasks they were exposed to in the FSP, (3) the actual amount of writing they were required to do in their regular classes, and (4) open-ended questions about their general perception of the program. The results of the questionnaire indicated that the former students generally found the FSP very effective at easing their adaptation to the academic life at UCLA. The second phase of the study was conducted through a series of interviews with another group of former FSP students; and a simulated final exam administered both in a group of former FSP students and in a control group of non-FSP students in order to find out the effect of the program on the academic success. The results of the interviews reiterated that the FSP helped students with the academic work required from them in

their disciplinary studies. The simulated final test, on the other hand, naturally showed that the non-FSP students outperformed the FSP students in placement scores since the latter lacked some academic skills in the first place. However, FSP students performed as well as non-FSP students on listening, reading comprehension and higher order thinking skills like synthesis and evaluation. This very detailed study also underlines the effectiveness of content-based instruction in language teaching.

Finally, Kasper (1997) also conducted a quantitative study in which she tried to find the effect of content-based instructional programs on ESL students' academic progress by simply comparing the academic performance of the students who were enrolled in a content-based course with that of the students who were not enrolled in any content-based courses. The experimental group (CBI group) consisted of 73 students whereas the control group (non-CBI group) consisted of 79, with a total number of 183 students all studying at Kingsborough Community College. The major difference between the groups was the materials they were exposed to during this period. The content course material was organized around five topics related to language acquisition, computer science, anthropology, biology and psychology in order to cover many disciplinary areas in one course; whereas the non-CBI group was exposed to texts related to a great number of diverse topics not related to specific academic disciplines. At the end of the course, each group took a final examination in which their reading and writing skills were assessed. The results of this test revealed that the experimental group students outperformed students in the control group in all four semesters of this study ($t(182)=5.58, p<0.0005$), with overall average scores of 81% for the experimental group and 68% for the control group.

Moreover, in the following year, in an attempt to check if the experimental group students had any advantage over the control group students in other courses, the researcher externally followed the test scores of all the participants in another writing and reading course in which both the CBI group and non-CBI group students were instructed in the same class by a different instructor. In this course, as well, the CBI group students performed significantly better than the control group students ($t(150)=2.88, p<0.005$), with overall average scores of 75% for the CBI group and 67% for the non-CBI group. These findings again emphasize that CBI programs help students to enter the academic mainstream and help students develop self-confidence in using the target language in academic settings, as it is also stated in the article. The only deficiency apparent is the focus only on writing and reading skills, ignoring speaking and listening skills. Therefore, further studies can be conducted to explore the overarching effectiveness of CBI at the tertiary level.

Empirical research on CBI focusing on content area instructors' perceptions

Canbay (2006) investigated the Academic English requirements of English medium departments at Karadeniz Technical University from the content area teachers' and departmental heads' points of view on CBI. He aimed to strengthen a content-based instruction curriculum by a needs analysis. He collected the data through questionnaires given to content area teachers and interviews with thirteen heads of departments. The results showed that "reading" was the most required skill among different disciplines. The ranking of other skills changed from department to department. This conclusion also seems plausible, considering the fact that education, as a general term in a school setting, is primarily based on "reading". However, it must be reiterated that this study merely aims to strengthen a content-

based instruction curriculum by a needs analysis at a particular institution, based on the data collected from the same institution. In other words, the results do not aim to show the general Academic English requirements of Turkey or another country. Therefore, further nation-wide investigations may be needed to make generalizations about the preferences of different disciplines across the country. Moreover, investigating the needs of the content-area instructors seems to represent only one side of the coin in strengthening the EFL curriculum since language teachers are also stakeholders in the teaching procedure. Therefore, it is essential to examine how EFL teachers, especially in this very institution, perceive content-based instruction in higher education settings where CBI is integrated into curriculum.

In a later study, Pawan (2008) explored the major scaffolding practices identified by content area teachers (CATs) in the teaching of academic content areas in English and how these practices were perceived by CATs. The study also aimed to identify under what scaffolding categories the practices could be brought together. The subjects were 33 CATs from seven school districts and all of them took a nine-month online professional development course focusing on ELL instruction. Data were collected and analyzed in two phases: first, by printing out and analyzing a great number of participants' online posts throughout the term in an attempt to put scaffolding statements into such categories as linguistic scaffolding, conceptual scaffolding, social scaffolding and cultural scaffolding; and second, via two teacher surveys. The results provided some ideas about how content area instructors taught a lesson in English and helped English language learners with the language. As for the categories, 47.2% of the postings referred to the conceptual scaffolding, such as providing organizational charts, metaphors, etc. Linguistic scaffolding, such as

avoiding the use of idioms, and social scaffolding, such as the use of group work, were close to each other in popularity, 21.6% and 23.4% respectively. Cultural scaffolding, on the other hand, such as using sources familiar to learners, didn't receive much attention (6.3%). Finally, the results of the surveys indicated that although scaffolding was very beneficial for students, including ELLs, only 19.2% admitted that it was the responsibility of every teacher. In addition, only 9.4% of CATs stated that they needed training in scaffolding in content-based instruction.

Finally, Schleppegrell & Deoliveira (2006) described the process in which they identified the linguistic challenges of the use of history content in language teaching and how they developed workshops for content area teachers to show the ways of scaffolding students' understanding of disciplinary language through the use of linguistic tools and text analysis. The article concluded that deconstructing history texts such as identifying the grammatical processes, participants and circumstances or linking cohesive devices like referrers could scaffold students' comprehension of the academic content.

Empirical research on CBI focusing on language teachers' perceptions

Silver (2008) explored trainee teachers' interpretation of the collaboration of language and content teaching in Singapore's bilingual educational system through his personal observations, student projects, in which they tried to teach language in tandem with some content areas, and students' reflections during an academic term. Participants were three tutorial groups of 21-22 trainee teachers who were all enrolled in a two-year diploma program. The researcher concluded that the participants gradually developed a greater awareness of the key role of language as a means of acquiring other subject area content. Although trainees initially seemed to

be in opposition of teaching English together with some other content, especially during Math classes, they soon began to see all these courses, even math classes, from the language teachers' perspective in which they tried to use any opportunities for teaching the target language. This conclusion should prompt researchers to question whether today's EFL instructors are aware of such language teaching opportunities within content-based EFL courses. Would the extent of knowledge they possess about the implementation of CBI affect EFL teachers' attitudes toward it?

In an earlier qualitative study conducted in a suburban middle school in southwestern Pennsylvania, Pessoa, Hendry, Donato, Tucker, & Lee (2007) examined the role of language teachers' discursive implementations of content-based instruction, the goals of instruction, and the students' linguistic development. The discourse data were gathered from two sixth grade content-based Spanish classrooms in the same school taught by two different instructors (Grace and James; pseudonyms) who used the same curriculum, during four class periods from February to April 2004. In addition, the researchers also collected students' end-of-year literacy assessments and interviewed the two teachers for their perspectives on content-based instruction. At the time of the study, Grace had been teaching Spanish for two years and James, for three years. The results showed that both classes predominately focused on the acquisition of the target language rather than the gain of academic knowledge; however, the classes still differed from each other in that, in James's class, 11% of the tasks were related to the academic content whereas in Grace's class, it was 33%, which Grace managed by asking students to express their opinions related to the topic, energy resources, with the target grammatical structures. In other words, although both classes were mainly organized around the

linguistic form, Grace could still manage to refer to the content throughout her instruction and allowed reflection on form only when it was needed. To sum up, despite the content-based nature of the two classes, the extent of integration of content and language differed from each other. As for learner outcomes, it is reported that James's students were significantly less successful than Grace's students in every aspect of the writing assessment including function, text, impact, vocabulary, comprehension, and language control, with *p* value ranging from .001 to .005. Finally, the interviews showed that Grace was satisfied with teaching language in tandem with some academic content while James, within the process, felt the need for more explicit grammar instruction.

Conclusion

The literature review shows that although considerable research has been devoted to the point of views of content-area instructors and EFL learners on content-based instruction (Canbay, 2006; Chapple & Curtis, 2000; Crawford, 2001; Kasper, 1997; Pawan, 2008; Peretz, 1988; Schleppegrell & Deoliveira, 2006; Snow & Brinton, 1988; Tsai & Shang, 2010); rather less attention has been paid to in-service EFL teachers' perception of it (Pessoa, Hendry, Donato, Tucker, & Lee, 2007). In addition, to the best of my knowledge, no previous studies have specifically questioned the applicability and effectiveness of CBI in university preparatory classes from EFL teachers' perspective. Considering universities in Turkey, again little is known about EFL teachers' perceptions of content-based instruction, their experiences and knowledge about the implementation of it. Therefore, it is essential to assess whether language teachers' attitudes and beliefs are on a par with language learners' and content-area instructors' attitudes and beliefs

towards content-area subjects that can serve as a way to provide EFL learners at the tertiary level with a chance to get ready for an academic life, such as doing research in the university library on a subject matter related to their field of studies, reviewing literature related to their content areas, and writing academic papers.

CHAPTER III: METHODOLOGY

Introduction

The aim of this case study was to shed light on (1) EFL teachers' understanding and perceptions of CBI, and diverse CBI models in particular; and (2) their perceptions of the potential advantages and disadvantages of using CBI in university preparatory classes to meet the changing needs of Turkish university students. This chapter covers the setting, participants, instruments and data collection and analysis procedures.

Setting

The participants for this study were selected after a great number of universities were contacted through telephone calls or email. During this preliminary phase of the study, it was found that most of the Turkish university preparatory classes did not offer any CBI instruction since some of them preferred other methods for teaching English while for others it was rather difficult to train and encourage EFL teachers to teach diverse content areas in tandem with the English language. The School of Foreign Languages at Karadeniz Technical University (KTU) had previously attempted to organize and apply a content-based curriculum developed separately for each of the disciplinary areas in the preparatory classes in order to better prepare students for their future academic studies. First, the language teachers working in the Department of Basic English, which offers the preparatory program, were grouped according to their interest areas and assigned to different departments. Next, they gathered materials to be used in the classes and started using content-

based instruction. However, the school had to terminate this new method after two years because of some difficulties encountered in its implementation.

In the Department of Modern Languages of the same school, on the other hand, where subsequent language courses are offered for freshman and sophomore students studying in their degree programmes, the situation was even more complicated and controversial as the instructors in this department were free to choose their own methodology, curriculum and materials. As a result, while some language instructors did not prefer any CBI models, six instructors, out of 14, still believed in and insisted on content-based instruction. The latter group of instructors designed their curriculum and course materials according to each disciplinary area of their students and trained themselves to make use of particular subject matter in teaching English.

The presence of language instructors with different perceptions of CBI who were teaching English at different levels of the university made Karadeniz Technical University a perfect setting for the framework of the current qualitative study which aims to explore EFL teachers' perceptions of CBI and of its applicability in university preparatory classes.

The study was conducted in the School of Foreign Languages at Karadeniz Technical University (KTU) in the spring of 2010-2011. The school consists of three main departments, namely the Department of Basic English, Department of Modern Languages and Department of Translation and Interpretation. The Department of Basic English offers English preparatory courses for the newly enrolled students of 24 first cycle degree programmes and all of the second & third cycle degree programmes who have failed to pass the proficiency exam given at the very

beginning of the term. Students who are enrolled in departments in which up to 30% of the classes are officially taught in English can start their degree programmes if and only if they get a passing grade in the English proficiency exam either at the beginning or end of the one-year preparatory program. It should be noted that although the current curriculum of the preparatory program is based on the integration of such language skills as grammar, reading, listening & speaking and writing with a focus on General English, the classes are still arranged homogeneously according to students' majors. The Department of Modern Languages, on the other hand, offers subsequent language courses for freshman and sophomore students studying in their degree programs. The organization and the content of these courses depend on the instructor's preference. Some of them prefer to continue with General English while some others opt to integrate some subject matter related to the students' majors, in the belief that it can influence students' performance positively in other mainstream courses delivered in English.

Participants

Since the majority of language instructors working in either one of the abovementioned departments was or had previously been somehow involved with content-based instruction, all instructors were included in the study. At the time of the study, 50 language instructors were employed in the Department of Basic English and 14 in the Department of Modern Languages. However, due to the tight schedule of some instructors, only 26 of preparatory class instructors and seven of modern languages instructors could actually complete the questionnaires. In the Department of Modern Languages, one of the questionnaires returned was eliminated since all the answers given were identical. Next, based on the results of the questionnaires, three

instructors in each department were selected as participants of the final sample group. In the Department of Modern Languages, the results of the questionnaire revealed that the participants who completed the questionnaire were already in favor of CBI and using it in their classes. Therefore, two instructors who didn't complete the questionnaire and were against the use of CBI were included in the final sample group in order to investigate the controversy among EFL teachers in this department (see Table 1).

	Department of Basic English	Department of Modern Languages
Questionnaires	26 instructors	6 instructors
Interviews	3 (one favoring CBI) (one opposing CBI) (one neutral to CBI)	1+2 (one favoring CBI) (two opposing CBI)

Table 1 - Number of participants

The following two tables show the demographic features of the participants who completed and returned the questionnaires in each department:

Participants in the Department of Basic English (26)	
Gender	Male : 14 instructors (53.8%)
	Female : 10 instructors (38.5%)
	Unknown : 2 instructors (7.7%)
Year of experience at KTU	Less than one year : -
	1-3 years : 3 instructors (11.6%)
	3-5 years : -
	More than five years : 23 instructors (88.4%)
Levels taught	Elementary : 10 instructors (38.4%)
	Pre-intermediate : 25 instructors (96.1%)
	Intermediate : 16 instructors (61.5%)
	Upper-intermediate : -
	Advanced : -

Table 2 - Characteristics of the participants in the Department of Basic English

Participants in the Department of Modern Languages (6)	
Gender	Male : 6 instructors (100%) Female : -
Year of experience at KTU	Less than one year : - 1-3 years : - 3-5 years : - More than five years : 6 instructors (100%)
Levels taught	Elementary : 1 instructor (16.6%) Pre-intermediate : 5 instructors (83.4%) Intermediate : 5 instructors (83.4%) Upper-intermediate : 1 instructor (16.6%) Advanced : -

Table 3 - Characteristics of the participants in the Department of Modern Languages

Instruments

Methodological triangulation was achieved through the use of different data collection methods: questionnaires, class observations with thick-field notes, interviews and focus group discussions. Table 4 shows the instruments used in each department.

Department of Basic English	Department of Modern Languages
Questionnaire A	Questionnaire B
Semi-structured interviews	Semi-structured interviews
	Class observations
	Focus-group discussions

Table 4 - The instruments used in each department

Questionnaire

The initial data were collected through two Likert-scale questionnaires, one given to the participating EFL teachers in the Department of Basic English (see Appendix A) and one given to the participants in the Department of Modern Languages (see Appendix B). The questionnaires were developed to reflect the current practices and situation in the study setting. The major difference between the

two questionnaires is their focus: the former questioned the preparatory class instructors' beliefs about the potential use of CBI in the preparatory program based on their previous hands-on experience with CBI, which had apparently ended up in failure, while the latter primarily aimed at currently CBI-practicing instructors' on-going experience and its outcomes. Both questionnaires contained two main parts: (1) demographic information about each participant; and (2) questions on the instructors' perceptions of the use of CBI at different levels of university education.

It should also be noted, here, that none of the participants were known in person by the researcher prior to this study and during the completion of the questionnaires. Therefore, the answers that the participants provided in the questionnaires were crosschecked through methodological triangulation (questionnaires, interviews, focus-group discussions and observations). The results of the questionnaires guided the researcher in designing the rest of the instruments: interviews and focus-group discussions.

Observations

Three content-based classes were observed by the researcher in the Faculty of Medicine and in the Departments of International Relations and Public Administration, in order to be able to understand and define the teaching methodology in use in content-based classes and the setting in more detail. The observed classes were selected because they were offered in different departments and because the instructors claimed to be using CBI in their classes. Each observation was conducted within a two-hour class period. These observations served as a guide in shaping the follow-up interviews and focus group discussions. In

addition, data triangulation was ensured through the observations in different classrooms with different instructors at different times.

Interviews

Three instructors in the Department of Basic English and three instructors in the Department of Modern Languages, including the assistant director of both departments, were individually interviewed and recorded so as to reach an in-depth understanding of the general perception of CBI and the outcomes of hands-on experiences, and to have a basis to support the results of the questionnaires in investigating the applicability of CBI in university preparatory classes. The interviews were semi-structured, giving the interviewees a chance to add any information they found important to mention while also letting the interviewer ask particular questions he had had previously. The researcher also preferred to use the interviewees' native tongue, Turkish, in order to maintain a stress-free setting for the subjects. Since the instructors in both departments had rather tight schedules, the interviews with those lasted for around 20-25 minutes in single sessions. However, the length and number of interviews with the assistant directors varied. The researcher interviewed each assistant director for at least two hours in total in multiple sessions.

As mentioned previously, the interviewees were chosen according to the results of the questionnaires. Both instructors who favored CBI and the ones who did not in both departments were included in the interview phase so that the researcher could have a chance to understand both the pros and cons of using CBI in preparatory classes and in subsequent language courses in faculties, by questioning the reasons why an instructor favored CBI while his/her colleague did not.

Focus Group Discussions

In this study, the researcher also had two focus group discussions with the instructors in the Department of Modern Languages with the intent of gathering further information about the instructors' beliefs and practices of CBI. Some additional data which were overlooked by the interviewees during the individual interviews were raised during the focus group discussions. Convenience sampling procedures were employed in organizing these informal discussions and their length varied from 15 minutes to 45 minutes. These discussions, which were carried out in Turkish, were not recorded for the purpose of promoting free discussion. However, the researcher took detailed field notes during and after the discussions. The researcher also intended to organize focus group discussions in the Department of Basic English; however, due to tight schedule of these instructors, it couldn't be realized.

Data collection

The researcher started the process of data collection by preparing the questionnaires which would shape the rest of the data collection procedures. In order to determine if there were any unnecessary or overlapping questions, they were piloted by MA TEFL students at Bilkent University, who were also full time EFL teachers at different universities in Turkey. In order to find out the reliability coefficient of the questionnaires piloted, a Cronbach's alpha was used and the values of .756 and .926 were found for questionnaire A used in the Basic English Department and for questionnaire B used in the Modern Languages Department, respectively. Since questionnaire A didn't have a high reliability, four items demonstrating poor reliability were eliminated. Questionnaire B was highly reliable.

However, based on the feedback received from the piloting group, one of the items which asked whether CBI made language classes more “motivating” and “interesting” was turned into two separate items. Since the questionnaires were going to be given only to EFL instructors, they were not translated into Turkish at any stage of the study.

After finalizing the items in the questionnaires and receiving official permission from KTU towards the end of February, the questionnaires were distributed to the EFL teachers at Karadeniz Technical University, School of Foreign Languages in person during the researcher’s first visit to the study site at the beginning of March. During the second week of the same month, the researcher started his observations in the classrooms where content-based instruction was in use, in order to become familiar with the teaching style, the curriculum and the materials in use.

In the first week of April, the second phase of the data collection, which consisted of interviews and focus group discussions, began. After receiving the results of the questionnaires, the researcher determined the interviewees to be interviewed within the Department of Modern Languages and the Department of Basic English. In Modern Languages Department, two instructors who strongly opposed CBI and the assistant director who was a pillar of support for CBI were selected as interviewees. In the preparatory class, one instructor who strongly favored CBI, one who appeared moderate in his/her opinion about CBI but seemed also to oppose its use when compared to other participants, and the assistant director were interviewed. These interviews were conducted in Turkish in order to avoid anxiety during the interviews and discussions. The interviews in the Modern

Languages Department covered issues such as the reasons why the interviewee used or didn't use CBI in his classes, the perceived outcomes of his/her current teaching method, the perceived differences between CBI-practicing instructors and instructors against CBI, and finally the details about the implementation of CBI. The other group of interviews in the preparatory program included elaboration on the participants' previous hands-on experience of CBI, questioning the reasons why it was terminated, the perceived outcomes of the use of CBI in preparatory classes during those years, and the analysis and assessment of the current system.

Data Analysis

The answers given to the items in the questionnaire were analyzed both manually and through SPSS, a software program used for statistical computing and graphics.

The data from the interviews and focus group discussions were initially reviewed for several times in order to create some codes and subcodes for key issues in alignment with Seidel's (1998) model of *noticing*, *collecting*, and *thinking* the purpose of which is to understand the data in depth and discover interesting things. Next, the created codes and subcodes were grouped into a number of categories and themes. Both *preset categories* providing a starting point and direction for how to group the data into categories, and *emergent categories* which emerged during the grouping process were included (Taylor-Powell & Renner, 2003). These categories and themes were then analyzed in light of the framework developed in the literature review.

Conclusion

This chapter presented a detailed picture of the methodology, setting, participants, instruments, and the data collection and analysis procedures used in the study. The results of the study and the analysis of the data will be discussed in more detail in the next chapter.

CHAPTER IV: DATA ANALYSIS

Overview of the Study

This study was conducted to explore in detail the EFL teachers' perceptions of CBI at Karadeniz Technical University where CBI was once used but then terminated in the Department of Basic English and is still in use by only some instructors in the Department of Modern Languages while not preferred by others in the same department. One of the goals of the study was to explore the experiences of EFL teachers at the preparatory school with CBI at the time when they used it, and try to understand their perceptions of the advantages and disadvantages of such programs.

Data Collection & Analysis Procedures

The initial data were collected through two questionnaires, one in the Department of Basic English and the other in the Department of Modern Languages. Of 40 questionnaires distributed in the Department of Basic English, 26 (65%) were returned. In the Department of Modern Languages, of 14 questionnaires distributed, 7 (50%) were returned. One of the questionnaires in this department was eliminated since all answers the participant gave were identical. Other instructors in this department were not willing to participate in the study. The results of these questionnaires, which gave an overall idea about the EFL teachers' opinions about CBI at Karadeniz Technical University, were used as a basis for selecting the final sample group that would participate in the second phase of the data collection procedure. Next, the researcher observed some content-based language classes in order to understand the implementation of content-based instruction.

In the second phase of the study, interviews and focus group discussions were held with some of the instructors in both departments in order to better understand their perceptions of CBI.

The first step in the analysis procedure was the descriptive analysis of the two questionnaires. The analysis of the first questionnaire (see Appendix A), which was given to the EFL teachers in the Department of Basic English, gave an overall idea about the current beliefs and controversies regarding the potential use of CBI in the preparatory program where CBI had once been used. The second questionnaire (see Appendix B), on the other hand, revealed details about the hands-on experiences of EFL teachers with CBI in the Modern Languages Department. Unfortunately, the second questionnaire was mostly completed by those EFL teachers who actually preferred CBI in their courses. Therefore, it didn't reveal much about the controversy among the language teachers in this department. However, the questionnaires were not the only data to be analyzed.

In the second phase of the data analysis, the researcher concentrated on a more detailed analysis of different views on CBI in both departments by conducting interviews and focus group discussions with EFL teachers who favored CBI and those who didn't. The data from these interviews and focus group discussions were initially transcribed, read, re-read and listened for several times with the purpose of *noticing, collecting, and thinking* about interesting things (Seidel, 1998). This first step was also in line with Taylor-Powell & Renner's (2003) qualitative data analysis process which suggested that good analysis depended on getting to know your data first. At this point, since the qualitative data analysis process is non-linear, the participants were contacted again whenever an ambiguity or a question arose. The

second step was to code and categorize the data into several themes. There were both *preset categories* which provided a starting point and direction for what to look for in the data in the first place, and *emergent categories* as they became apparent within the coding process (Taylor-Powell & Renner, 2003). Finally, the created themes were organized into a coherent order which brought meaning to the context (Taylor-Powell & Renner, 2003).

In this chapter, the data from the study are presented in two main sections: first, the analysis of the questionnaires in order to reveal the overall situation in both departments; and second, the analysis of the interviews, focus group discussions and class observations.

Analysis of the questionnaires

Questionnaire A: Department of Basic English

In the first part of this questionnaire (see Appendix A), EFL teachers were asked to give some demographic information about themselves. Questions (f) and (g), in this part, explored how familiar the teachers were with CBI and CBI models respectively through a Likert-scale from very much (1) to not at all (6). In order to interpret these data, the percentages of the number of participants were used in Table 5.

N:26	Very much	Quite a lot	Moderately	Somewhat	Just a little	Not at all
CBI	7.7%	30.8%	30.8%	15.3%	11.5%	3.9%
CBI models	7.7%	15.3%	11.5%	23%	34.6%	7.7%

Table 5 - Familiarity with CBI and CBI Models in the Department of Basic English

Table 5 shows that the majority of the EFL instructors were moderately knowledgeable to knowledgeable about CBI (69.3%; 18 instructors out of 26). However, the results show just the opposite for the following question which explored their knowledge about the different implementations (models) of CBI. The majority of instructors (65.3%; 17 instructors out of 26) were not familiar enough with CBI models.

The graph question at the beginning of the second part of questionnaire A was a key one in identifying instructors' general ideas about the importance of content in language teaching. The questionnaire had five options each showing a percentage for the relative importance of language and content in ELT classes (100% language; 75% language-25% content; 50% language-50% content; 25% language-75% content; and 100% content). The data gathered from this question showed that none of the instructors chose 100% language or 100% content. It seems the general belief was, as expected, that language cannot be divorced from content and meaning. The majority of the instructors (61.5%) gave 25% importance to content while 27% of the instructors gave 50% importance to content. 11.5% of the instructors gave even more importance to content (75%) (See figure 1).

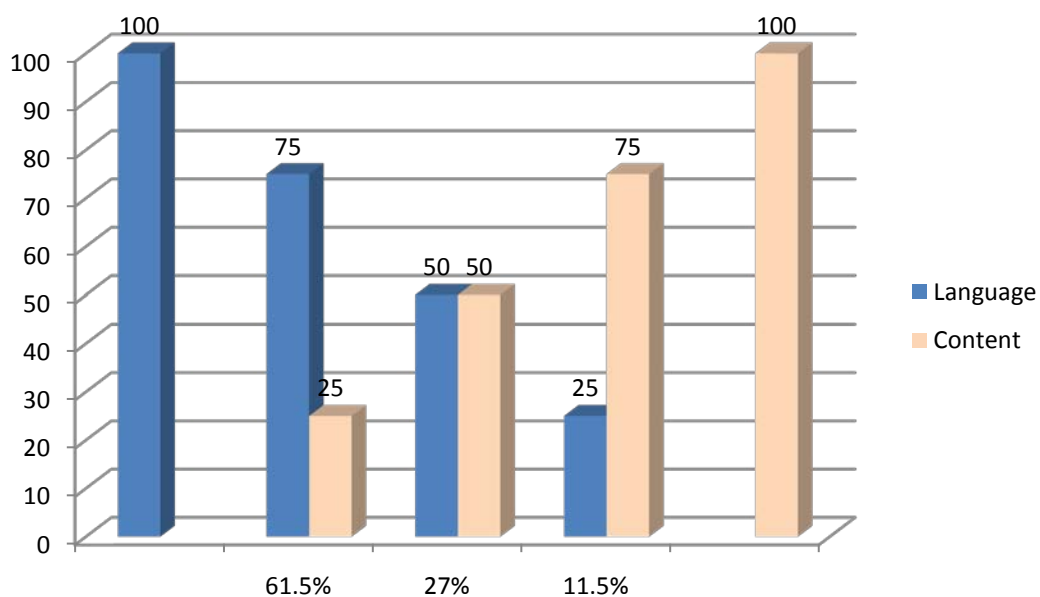


Figure 1 - The degree of emphasis on language and content in the Department of Basic English

The rest of the questionnaire consisted of 14 Likert-scale items on beliefs with a scale ranging from “strongly agree” (1) to “strongly disagree” (5). In order to find out the overall reliability coefficient of the questionnaire, a Cronbach’s alpha was used and a value of .876 was found, which showed that the questionnaire had high reliability.

The items in this questionnaire were analyzed under three headings according to the topics they were addressing: (a) items 1, 4, 6, 12 and 14 which questioned if CBI has advantages for the program stakeholders; (b) items 2, 5, 8 and 13 which questioned if CBI is hard to apply; and (c) items 3, 7, 9, 10 and 11 which questioned if the current system in which a General English syllabus is used is useful for students.

In order to find out the reliability coefficient of the first group of items (1, 4, 6, 12 and 14), a Cronbach’s alpha was used and a value of .791 was found.

	Question 1	Question 4	Question 6	Question 12	Question 14	Average score
Strongly agree	23.1	19.2	19.2	19.2	23.1	20.8
Agree	50.0	53.8	46.2	57.7	34.6	48.4
Moderate	26.9	23.1	19.2	19.2	23.1	22.3
Disagree	-	3.8	15.4	-	19.2	7.7
Strongly disagree	-	-	-	-	-	-
Total	100	100	100	96.2	100	99.2
N valid	26	26	26	25	26	25.8
missing	-	-	-	1	-	.2
Mean	2.03	2.11	2.30	2.00	2.38	2.16
Std. deviation	.720	.765	.970	.645	1.061	.624

(1.00=strongly agree; 2.00=agree; 3.00=moderate; 4.00=disagree; 5.00=strongly disagree)

Q1. Content based instruction would prepare prep class students better for their future academic studies by integrating some content related to students' respective majors.

Q4. Content based instruction would motivate prep class students towards learning English since the curriculum will be connected to their future academic studies.

Q6. I believe the content of our textbooks should be related to the content studied in students' departments.

Q12. I would be motivated to teach some other content like history, literature, etc. since I would also be gaining new knowledge.

Q14. The use of some content other than language can make preparatory classes more prestigious.

Table 6 - Questions on the advantages of the use of CBI

The data gathered by question 1 in an attempt to find out the EFL teachers' general attitude towards CBI showed that 19 instructors (73.1%) out of 26 either agreed or strongly agreed that content-based instruction would prepare preparatory class students better for their future academic studies by integrating some content related to students' respective degree programmes. Other 7 instructors (26.9%) still didn't disagree with this idea and chose the answer "moderate". Likewise, question 6 also attempted to explore the instructor's views on whether the content of the textbooks in the preparatory classes should be related to students' degree programmes. Seventeen instructors (65.4%) out of 26 were positive in their answers. In questions 4 and 12, 19 (73.1%) and 20 (76.9%) instructors out of 26 either agreed

or strongly agreed that such an adjustment would motivate students and instructors more, respectively. In the last question of this group of items, 15 instructors (57.7%) again either agreed or strongly agreed that CBI would make the English courses more prestigious.

In general, looking at the mean scores for the first group of items in Table 6, it was found that the majority of the instructors “agreed” that CBI has advantages for language learners and other stakeholders. However, what is of paramount importance here was that although the majority of the participants advocated CBI, they had tried to apply this approach in the previous years and it had ended up in failure. The potential reasons which caused the termination of the program could also be traced in the answers to the second group of items (2, 5, 8, and 13), the reliability coefficient of which was found .755.

	Question 2	Question 5	Question 8	Question 13
Strongly agree	7.7	-	-	15.4
Agree	46.2	26.9	15.4	42.3
Moderate	7.7	19.2	19.2	11.5
Disagree	23.1	38.5	46.2	23.1
Strongly disagree	15.4	15.4	19.2	7.7
Total	100	100	100	100
N valid	26	26	26	26
missing	-	-	-	-
Mean	2.92	3.42	3.69	2.65
Std. deviation	1.293	1.064	.970	1.231

(1.00=strongly agree; 2.00=agree; 3.00=moderate; 4.00=disagree; 5.00=strongly disagree)

Q2. I think preparatory class language teachers are already overloaded; therefore, the use of content based instruction would be too demanding.

Q5. I would be uncomfortable with teaching some content together with English.

Q8. I wouldn't be able to teach any content related to subjects other than English.

Q13. I think it can be difficult to find content-related materials which are also suitable for language teaching purposes.

Table 7 - Questions on the difficulty of the use of CBI

Table 7 shows the results from the second group of items which questioned if the instructors thought that CBI was hard to apply in their institution. Question 2, for instance, asked if the use of content-based instruction would be too demanding for language teachers. Fourteen instructors (53.9%) out of 26 either agreed or strongly agreed with this statement. Likewise, question 13 explored if it would be difficult to find suitable materials for content-based language courses and 15 instructors (57.7%) out of 26 either agreed or strongly agreed with this statement. Question 5 and 8, on the other hand, explored if the instructors thought that they would not be able to teach some content other than English comfortably. Most of the instructors disagreed with this statement, implying that teaching content-based language courses wouldn't be a challenge for them. These controversial answers were in line with the answers the participants gave for question 12 in which 20 instructors (76.9%) out of 26 either agreed or strongly agreed that they would be motivated to teach some other content like history, literature, etc. together with English. Even if they thought CBI was hard to apply, their motivation was high enough to struggle against challenges. The reasons for the termination of the CBI program are discussed in more detail in the analysis of the interviews and focus group discussions.

The final set of questions (3, 7, 9, 10 and 11) tried to find out if the instructors thought that the current system in which a General English syllabus was used was efficient or not for university preparatory class students. The reliability coefficient of this group of items was found .623.

	Question 3	Question 7	Question 9	Question 10	Question 11
Strongly agree	-	11.5	7.7	19.2	-
Agree	15.4	46.2	46.2	50.0	15.4
Moderate	42.3	26.9	15.4	15.4	11.5
Disagree	34.6	11.5	30.8	15.4	57.7
Strongly disagree	7.7	3.8	-	-	11.5
Total	100	100	100	100	96.2
N valid	26	26	26	26	25
missing	-	-	-	-	1
Mean	3.34	2.50	2.69	2.26	3.68
Std. deviation	.845	.989	1.010	.961	.900

(1.00=strongly agree; 2.00=agree; 3.00=moderate; 4.00=disagree; 5.00=strongly disagree)

Q3. I think the content in the current textbooks that we are using at the prep classes is interesting and motivating enough for our students to learn English.

Q7. It is not challenging enough for prep class students to study only general English for a whole year.

Q9. Textbooks presenting general English do not meet the needs of the students who are getting prepared for academic studies.

Q10. I think after finishing a year-long general English course, students may get frustrated when they encounter unfamiliar content in their subject area courses.

Q11. The content of the general English courses covers enough materials; so, there is no need to add some other subject area content.

Table 8 - Questions on the effectiveness of the current system

Items 7, 9 and 10 questioned if the instructors thought that having a general English curriculum (a) is not challenging for university students, (b) does not meet students' needs and (c) may cause some frustration for students when they encounter more academic texts in their subject area courses, respectively. The means for these items show that the majority of the instructors tend to agree with all three statements. Items 3 and 11 asked if the current textbooks and the curriculum are motivating and extensive enough for preparatory class students. In the same manner, only four instructors (15.4%) out of 26 agreed that they were motivating and extensive while the majority of the instructors (84.6%) didn't find the current system in which a General English syllabus was used efficient.

Questionnaire B: Department of Modern Languages

In the first part of questionnaire B (see Appendix B), EFL teachers were also asked to give some demographic information about themselves. Question (h) and (i), in this questionnaire, explored how familiar teachers were with CBI and CBI models respectively through a Likert-scale from very much (1) to not at all (6). In order to interpret these data, the percentages of the number of participants were used in Table 9.

N: 6	Very much	Quite a lot	Moderately	Somewhat	Just a little	Not at all
CBI	16.7%	66.6%	0%	0%	16.7%	0%
CBI models	0%	50%	33.3%	0%	0%	16.7%

Table 9 - Familiarity with CBI and CBI Models in the Department of Modern Languages

It was concluded from Table 9 that 83.3% of the participants (five instructors) in this department were moderately knowledgeable to knowledgeable about CBI, and CBI models. This made intuitive sense because question (f) showed that 66.6% of these participants were using CBI in their classes at the time of the study.

In the second part, however, their answers to the graph question which explored their general ideas about the relative importance of content in language classrooms were different from each other. The questionnaire had five options each showing a percentage for the relative importance of language and content in ELT classes (100% language; 75% language-25% content; 50% language-50% content; 25% language-75% content; and 100% content). Fifty percent of the instructors gave 25% importance to content while 33.3% of the instructors gave 50% importance to content. Other instructors (16.7%) gave even more importance to content (75%). This distribution was similar to the one in the Department of Basic English. So, we

could assume that the majority of EFL instructors at KTU did not deny the importance of content in language teaching; however, they also indicated that the main focus of language courses should still be language (see figure 2).

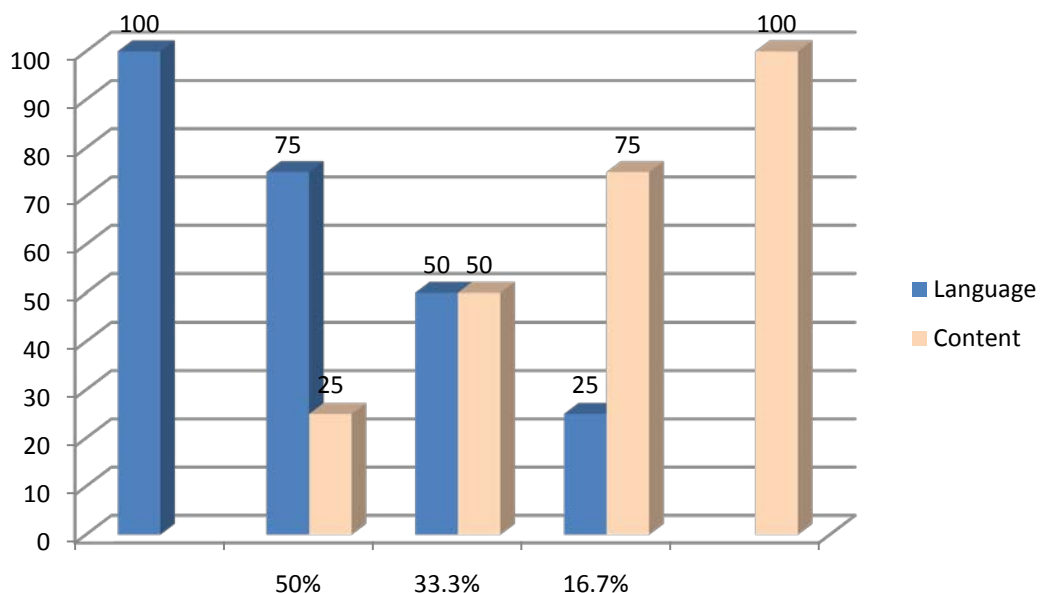


Figure 2 - The degree of emphasis on language and content in the Department of Modern Languages

Since most of this second group of instructors were very knowledgeable about CBI and were using CBI in their classes at the time of the study, the data gathered from them were assessed as first-hand knowledge. In addition, because most of the participants (66.7%) were the ones who already showed that they were in favor of CBI by applying it in their courses even if they were not forced to do so, their answers to the questions (3, 7, 8, 10, 13, 15 and 17) asking whether CBI was advantageous matched, not surprisingly, their beliefs and practices (reliability .828) (see Table 10).

	Q 3	Q 7	Q 8	Q 10	Q 13	Q 15	Q 17
Strongly agree	50.0	50.0	16.7	33.3	33.3	-	33.3
Agree	50.0	33.3	66.7	66.7	50.0	66.7	66.7
Moderate	-	16.7	-	-	16.7	33.3	-
Disagree	-	-	16.7	-	-	-	-
Strongly disagree	-	-	-	-	-	-	-
Total	100	100	100	100	100	100	100
N valid	6	6	6	6	6	6	6
missing	-	-	-	-	-	-	-
Mean	1.50	1.66	2.16	1.66	1.83	2.33	1.66
Std. deviation	.547	.816	.983	.516	.752	.516	.516

(1.00=strongly agree; 2.00=agree; 3.00=moderate; 4.00=disagree; 5.00=strongly disagree)

Q3. I think the integration of some content related to students' degree programs helps them with their disciplinary studies.

Q7. Content based instruction makes language learning more motivating for students.

Q8. Language tests should include questions directly related to the subject area content.

Q10. Content based instruction makes language learning more meaningful.

Q13. CBI makes language learning more interesting for students.

Q15. CBI bridges the gap between English courses and mainstream courses in a degree program.

Q17. Using some content related to a particular major makes English courses as important as other mainstream courses.

Table 10 - Questions on the advantages of the use of CBI

In the same manner, the majority of the instructors (83.3%) chose “moderate” to “strongly disagree” for the items 6 and 16 which questioned if CBI had some disadvantages for their students (see Table 11). (Reliability coefficient: .792)

	Question 6	Question 16
Strongly agree	-	-
Agree	16.7	16.7
Moderate	16.7	33.3
Disagree	33.3	50.0
Strongly disagree	33.3	-
Total	100	100
N valid	6	6
missing	-	-
Mean	3.83	3.33
Std. deviation	1.169	.816

(1.00=strongly agree; 2.00=agree; 3.00=moderate; 4.00=disagree; 5.00=strongly disagree)

Q6. I think students feel that they are not actually learning English in CBI based courses.

Q16. I think students feel frustrated since they cannot handle both subject area content and language at the same time.

Table 11 - Questions on the disadvantages of the use of CBI

Although the majority of the instructors in the Department of Modern Languages advocated CBI like the instructors in the Department of Basic English, the data similarly showed just the opposite tendency in the perceived difficulty of the implementation of CBI.

	Question 9	Question 14	Question 18
Strongly agree	33.3	-	16.7
Agree	33.3	66.7	83.3
Moderate	33.3	-	-
Disagree	-	33.3	-
Strongly disagree	-	-	-
Total	100	100	100
N valid	6	6	6
missing	-	-	-
Mean	2.00	2.66	1.83
Std. deviation	.894	1.032	.408

(1.00=strongly agree; 2.00=agree; 3.00=moderate; 4.00=disagree; 5.00=strongly disagree)

Q9. It is difficult for me to get prepared for a course which includes subject area content.

Q14. Teaching some subject area content as well as English is an extra load for language teachers.

Q18. Language teachers lack necessary content knowledge.

Table 12 - Questions on the difficulty of the use of CBI

The mean scores for the items 9, 14 and 18 show that most of the instructors agreed that it was difficult to get prepared for a content-based language class; it was an extra load for them to teach some other subject area content; and they lacked necessary content knowledge, respectively. The reliability coefficient for this group of items was .370.

	Question 2	Question 12	Question 19
Strongly agree	16.7	-	-
Agree	50.0	66.7	-
Moderate	33.3	16.7	50.0
Disagree	-	16.7	33.3
Strongly disagree	-	-	16.7
Total	100	100	100
N valid	6	6	6
missing	-	-	-
Mean	2.16	2.50	3.66
Std. deviation	.752	.836	.816

(1.00=strongly agree; 2.00=agree; 3.00=moderate; 4.00=disagree; 5.00=strongly disagree)

Q2. Concerning copyright problems, it is difficult to gather materials to be used in CBI based courses.

Q12. Preparing and gathering content-related materials is too time-consuming.

Q19. There is a sufficient number of ESP textbooks that we can use.

Table 13 - Questions on content-based language materials

Likewise, items 2 and 12 explored if it was difficult and time-consuming to prepare and gather suitable materials for content-based language classes. Table 13 shows that four instructors (66.7%) out of 6 agreed that it was hard to find suitable materials related to content areas. Item 19 also revealed that the majority of the instructors chose the answer “moderate” or disagreed that there was a sufficient number of ESP textbooks. The reliability coefficient for this group was .917.

	Question 5	Question 11
Strongly agree	16.7	-
Agree	-	16.7
Moderate	-	16.7
Disagree	66.7	50.0
Strongly disagree	16.7	16.7
Total	100	100
N valid	6	6
missing	-	-
Mean	3.66	3.66
Std. deviation	1.366	1.032

(1.00=strongly agree; 2.00=agree; 3.00=moderate; 4.00=disagree; 5.00=strongly disagree)

Q5. Content area instructors of respective departments help language teachers a lot in designing CBI based lessons.

Q11. Departments provide sufficient amount of necessary and appropriate level materials related to each field of study.

Table 14 - Questions on the collaboration of content-area instructors

Questions 5 and 11 from the same questionnaire concentrated on the issue from a different perspective. The data from these questions showed that five instructors (83.3%) out of six didn't get much help from content-area professors and/or departments, either. The reliability coefficient for this group of items was found .927.

	Question 1	Question 4
Strongly agree	66.7	16.7
Agree	16.7	16.7
Moderate	-	33.3
Disagree	16.7	33.3
Strongly disagree	-	-
Total	100	100
N valid	6	6
missing	-	-
Mean	1.66	2.83
Std. deviation	1.211	1.169

(1.00=strongly agree; 2.00=agree; 3.00=moderate; 4.00=disagree; 5.00=strongly disagree)

Q1. I feel comfortable teaching some subject area content together with general English.

Q4. Content-specific materials which we use in our courses are linguistically too complex for language learners.

Table 15 - Questions on the current practice of CBI

Finally, in spite of such challenges, though, items 1 and 4 indicated that the instructors were ambitious and experienced enough to face such challenges. In item 1, the majority of the participants (83.3%) either agreed or strongly agreed that they –would– comfortably use content-based instruction in their classes. Item 4 also revealed that in spite of the challenge of preparing and gathering suitable materials, 66.6% of the instructors either chose the answer “moderate” or disagreed that the materials they used were linguistically too complex and not suitable for their students.

An overall comparison of two departments

	Department of Basic English	Department of Modern Languages
Instructors' knowledge of CBI (Q-f and Q-h, respectively)	69.3% moderately knowledgeable to knowledgeable	83.3% moderately knowledgeable to knowledgeable
Instructors' knowledge of CBI models (Q-g and Q-i, respectively)	65.3% not familiar enough	83.3% moderately knowledgeable to knowledgeable
Instructors' opinion on the relative importance of content and language	61.5% (25% importance to content) 27% (50% importance to content) 11.5% (75% importance to content)	50% (25% importance to content) 33.3% (50% importance to content) 16.7% (75% importance to content)
CBI -would- help students with their disciplinary studies. (Q1 and Q3, respectively)	23.1% (strongly agree) 50% (agree) 26.9% (moderate)	50% (strongly agree) 50% (agree)
Using CBI is too demanding (extra load) (Q2 and Q14, respectively)	53.9 % (strongly agree and agree)	66.7 % (agree)
Finding suitable materials is difficult (Q13 and Q2, respectively)	57.7 % (strongly agree and agree)	66.7 % (strongly agree and agree)

Table 16 - An overall comparison of two departments

To sum up, it was obvious that the majority of the instructors in the Department of Basic English and CBI-practicing EFL teachers in Modern Languages opted for –and used– CBI; however, they also faced some challenges, which might have caused the termination of CBI in the preparatory classes, as well, five years ago. In the following section, a more-detailed analysis of the data gathered from the interviews and focus group discussions is presented.

Based on the results of the questionnaires, three instructors from each department were selected as the interviewees (see Table 17).

Department of Modern Languages		Department of Basic English	
Instructor I	Opposing CBI	Instructor IV	Neutral to CBI (Assistant director)
Instructor II	Opposing CBI	Instructor V	Opposing CBI
Instructor III	In favor of CBI (Assistant director)	Instructor VI	In favor of CBI

Table 17 - Characteristics of the final sample group

Analysis of the interviews: Department of Basic English

General description of the preparatory program and previous CBI practices

Before 2004, the school of foreign languages was serving as a department, named Department of Foreign Languages. When it became a separate school in 2004, however, three separate departments were founded underneath it: Department of Basic English, Department of Modern Languages and Department of Translation and Interpretation. Until that year, the institution had followed a General English syllabus accompanied by a General English course book. Two integrated skills courses were offered. Two instructors used to teach each class; one was responsible for grammar while the other one was responsible for other skills covered in the textbook. Instructor IV stated that although this approach also had some advantages for students, it didn't teach them English in accordance with the academic requirements of departments. Therefore, they decided to offer separate courses for each skill and add a grammar course. Four instructors were assigned to each class. Each skill was taught by a group of instructors and an assigned coordinator. Later, since the skills were separated as different courses, the administration decided to apply CBI in some skills after learning about it from some other universities where it was being applied. They contacted those universities and learnt some details about the implementation of it. They concluded that the most suitable skill was reading

since, in the other productive skills, it was rather hard to use CBI as students couldn't be expected to produce language on topics that they were not familiar with yet. Through reading, though, they could gain that knowledge by reading texts on topics related to their field of study.

It was so hard to find a textbook for each department separately since there were 24 of them. So, they grouped similar departments together such as Medicine, Biology, and Chemistry which were naturally related to each other. The instructors in these groups held meetings regularly and compiled different articles, passages, etc. to be used in reading courses of relevant classes. After some preparation, this new approach was put into practice in 2005-2006, and was used for two years.

Interviews

In the Department of Basic English, with the purpose of revealing both negative and positive perceptions of CBI, one instructor who favored CBI (instructor VI) and one who did not (instructor V) were interviewed. In addition, the assistant director of the department (instructor IV) who was neutral about CBI was also interviewed to get more detailed information about the preparation of the program (see Table 18).

Department of Basic English	
Instructor IV	Neutral to CBI (Assistant director)
Instructor V	Opposing CBI
Instructor VI	In favor of CBI

Table 18 - Characteristics of the final sample group in the Department of Basic English

The interviews with the instructors V and VI lasted for about 20 to 30 minutes since they had tight schedules. The interview with the assistant director of

the department took more in time. Since the assistant director was more involved in the preparation phase of the CBI program when it was used, he could provide detailed information regarding the challenges and obstacle faced during the preparation phase. As mentioned earlier, all the interviews were conducted in Turkish in order to create a stress-free atmosphere for the interviewees.

The questions asked to the interviewees in the Department of Basic English:

1. CBI'yı ilk nereden duydunuz? CBI ile ilgili herhangi bir seminere, konferansa ya da atölye çalışmasına katıldınız mı?
2. CBI'yı hazırlık sınıflarında niçin ve nasıl kullandınız? Süreç içinde atılan adımlar nelerdi?
3. CBI'yı KTU hazırlık sınıflarında kullandığınız dönemde, dil öğretimi açısından size ne gibi çözümler sundu?
4. CBI, öğrencilere fakültelerinde alacakları bölüm dersleri konusunda ne gibi faydalar sağladı? CBI'yı hazırlık sınıflarında kullanmanın ne gibi faydaları ve zararları oldu?
5. Bu sistemi sonlandırmada etkili olan sebepler (güçlük ve engeller) nelerdi?
6. Modern Diller bölümünde CBI uygulanması hakkında ne düşünüyorsunuz?
7. Sizce bu durum hazırlık sınıfları ile bölümlerde verilen dil dersleri arasında bir uyumsuzluk, bir boşluk yaratıyor mu?
8. Eğer böyle düşünüyorsanız, bu boşluğu doldurmak adına sizce hazırlık sınıflarında da CBI uygulanmalı mı?

9. Öğrencilerin İngilizce seviyesi CBI'nin uygulanmasını etkileyen bir faktör mü? Sizce İngilizce seviyesi düşük olan gruplarla da CBI uygulanabilir mi?
10. Hazırlık sınıflarında şu anda uygulanmakta olan sistemden memnunuz musunuz?

Translation of the questions:

1. How did you learn about CBI? Have you attended any seminars, conferences and/or workshops focusing on CBI?
2. Why and how did you use CBI at the preparatory school? What were the steps you took?
3. What kind of solutions did CBI offer in language teaching when you used it at the preparatory school of KTU?
4. How did CBI help students with their mainstream courses? What were the advantages and disadvantages of using CBI at the preparatory school?
5. What were the reasons (challenges and obstacles) for the termination of the program?
6. What do you think about the use of CBI in the Department of Modern Languages?
7. Do you think that this causes a gap between the preparatory program and other language courses in the departments?
8. If yes, do you think that the preparatory school should also start using CBI?

9. Is the proficiency level of students a factor affecting the use of CBI? Do you think that it can be used with low-proficiency level preparatory class students?
10. Are you content with the current system of language teaching at the preparatory school?

Analysis of the data

As it was revealed in the results of the questionnaire A, CBI was seen as a better way of preparing students for their future academic studies by the majority of participants (73%) in this department. The school used this method five years ago. However, due to some challenges and obstacles encountered in its practice, the program was terminated after two years. As a result of this unsuccessful experience, the data gathered from this group of instructors mainly concentrated on the obstacles and challenges for implementing CBI.

Obstacles & challenges in the implementation of CBI and reasons for the termination of the program

According to instructor IV who is neutral about CBI, the content specific materials compiled didn't work well since students enrolled in KTU based on their grades in such General Sciences as Mathematics, History, etc.; not on their grades in their field of study. In other words, when they enrolled in the preparatory school of KTU, they were not familiar enough with the academic content of their disciplines. Therefore, they had hard time in comprehending those content specific materials.

He shared two of his experiences with the groups of Civil Engineering and Mechanical Engineering students; and Medicine, Chemistry and Biology students:

“In Medicine, Chemistry and Biology class, for instance, we wanted to study the functions of blood and its content; but, the input was linguistically and topically so complex that they had great difficulty in understanding the texts. The content was really detailed. In order to be able to understand such a text, they had to be familiar with the topic at least to some extent. Chemistry department students were already indifferent to this topic. In the Engineering class, likewise, there was a text about internal combustion engines. Not only the civil engineering students, but even the mechanical engineering students gave up as they were so unfamiliar with such a topic. Then, we all started to feel like this attempt was a flight of fantasy. We applied this approach for two more years and then terminated.”

This very experience revealed that one of the biggest challenges in the use of CBI in the preparatory program was the lack of appropriate graded materials. In order to explore this issue more, the researcher focused on the ways these groups actually selected materials.

It was found that these groups of instructors couldn't find professionally published ESP textbooks for every department. Even if they found one, they had difficulty in obtaining it. Therefore, they mostly used authentic internet sources and also contacted content area instructors to ask for some materials in English through which the EFL instructors could teach content and language together prior to the mainstream courses. The aim was to familiarize students in general with the topics they would study in their departments. However, the texts that the content area instructors gave were written by academicians in complex sentences with no purpose to foster language teaching. Then, they asked the content area instructors to write some materials for language teaching use about very general issues in the field. However, no content area instructors volunteered for such extra work.

The following quote by instructor V gives insight into the process of material development clearly:

“When I was involved in CBI in 2005, I was a member of the Chemistry and Biology Departments group. However, we were so inexperienced in that profession. We searched for materials but what we could find was only internet sources. Most of the things I found were too scientific that even I, myself, couldn’t understand them. For instance, in the Chemistry texts, there were lots of formulas which didn’t make sense to me at all. As a result, I had trouble in preparing activities related to such complex materials, as well. It was such an unsuccessful attempt.”

At the end of both years, they gave evaluation questionnaires to students and found that the majority was not happy with the materials (texts), as well as the system. Instructor IV stated that, for instance, at lower levels, in order to understand even one term like *internal combustion*, the students needed to read and understand the details of another passage or a whole article full of new unknown words since they were totally unknowledgeable about the topic. It was impossible for them to simply look the term up in a dictionary and understand its meaning. As instructor V stated, language instructors also lacked the necessary knowledge and experience in such specific areas that the utmost thing they could do was to translate whatever was written in those texts, without any real comprehension or elaboration on topics. Therefore, they concluded that students needed to take regular English courses for at least one year in order to be able to cope with such content-specific materials.

Another challenge faced in the implementation of CBI in the preparatory classes was suggested and explained by instructor IV with a metaphor. He defined CBI as a piece of cake which was desired to be made. However, he stated that they didn’t have the necessary ingredients, implying the necessary proficiency levels of students, to make that cake. He also claimed that students’ capacity in English was beyond the study of academic subject matter in English. He explained the issue in light of his personal experiences. He had worked in many levels of education throughout his career and had had witnessed the gradual deterioration of students’

foreign language competence over the years. For instance, when he trained high school students for the university entrance examination in 2000, students who answered 80 questions correctly out of 100 could hardly enroll in a university. Their language backgrounds were better since they had previously studied English in the preparatory classes of the Anatolian High Schools. As years passed, however, even the students who enrolled in the English departments had rather low grades. He supported his view with an interesting anecdote:

“One day, I saw a student waiting in front of the director’s office and I asked her why she was waiting there. The girl told me that she was going to ask the director if he could recommend any English grammar book with explanations in Turkish. Then I had to ask her major and, surprisingly, it turned out to be English. I was shocked to hear that and asked her how she could enroll in such a major without adequate knowledge of English. Her answer was even more surprising. She told me that she had enrolled in her department with only 38 right answers at the exam and still was not even the worst student in the department.”

As a result, he concluded that, as a consequence of the deficiencies in the national educational system today, around 900 students out of 1000 enrolled in universities with rather poor English knowledge and started as beginner level English learners, which made it impossible to implement CBI with such students. By the same token, instructor III stated that the current language education system in Turkey was rather inefficient and language should be presented in context through more visual aids and audio aids as well as role-play activities which would engage them with the real use of language starting from elementary 4th grade. As a result of such deficiencies, the preparatory program preferred to teach more General English skills as in the past and left the content-based language instruction to their colleagues in the Department of Modern Languages.

The researcher stated that the class observations in the Modern Languages Department also revealed challenges similar to the last one above and asked him to contrast the situations in Modern Languages Department, where CBI was currently in use, and the Basic English Department.

His answers to this question indicated another challenge they had faced: negative attitudes of the institutions towards language programs and particularly the preparatory program. He explained that there were students from 24 different departments in the preparatory program. Six of them did not make preparatory program obligatory since they were fully Turkish-medium. Four of them made an official decision stating that even if their students failed in the obligatory preparatory class, they would be allowed to continue with their degree programmes in the following year. The rest of the departments did not seem to emphasize the use of English as sometimes they would hear senior or junior students telling preparatory class students to ignore preparatory class claiming that although the department was officially 30% English medium, it was never the case in practice. According to this claim, the content area instructors tried instructing in English during the first few weeks of the term and when they realized that English-medium class didn't work, they would start teaching in Turkish. Instructor IV concluded that as a result of such deficiencies and attitudes towards language, many students even didn't attend classes regularly, and they ignored assignments, projects, etc. Eventually it was impossible to pursue such high level goals in the preparatory classes while a big portion of students knew that they were going to start and succeed in their degree programmes in any case.

In the Modern Languages Department, on the other hand, instructor IV suggested that the success of such an approach depended on the profile and level of students, as well as the credit language courses carry. According to him, in the Faculty of Medicine, for instance, CBI worked well because of students' educational background and motivation towards English. According to him, those students knew that they would certainly need English in their future. However, in some other departments, like forestry, students' motivation was usually low because they didn't believe that they would use that language in their future lives.

To sum up, it was concluded that the biggest challenges that some EFL instructors perceived during the implementation of CBI in Basic English Department were finding appropriate materials, students' low proficiency levels, and negative attitudes towards language and preparatory classes.

Seeing students' low proficiency level as an obstacle for the use of CBI received the biggest counter argument from EFL instructors who favored CBI. Instructor VI, who was supporting content-based instruction, argued that it could certainly be applied even with lower level students. At the time of the current study, she was even trying to integrate some topics related to students' departments into her language courses from time to time although the institution was normally following a General English syllabus. The quote below explains how she did it:

“This year, for instance, I am teaching pre-intermediate students from the Civil Engineering Department preparatory class and I asked them to make a 20-minute presentation on a topic related to their fields... We haven't started those presentations yet; but I had a chance to look at each student's PowerPoint slides. The topics I saw ranged from “the history of civil engineering and its branches” to “extreme constructions”. There were great ideas and interesting information in each one. So, I can see that they really enjoy doing such a task although it is certainly challenging for them. They know that what they learn now is not going to stay in this classroom; they will make use of every piece of it, the terminology for instance, in their future

studies. I also know that they will certainly need to copy and paste some information from the internet, but it is not a problem since the point in this project is to present what they found in a clear way and to answer our questions if we cannot understand something in the slides.”

Likewise, instructor III, who also used CBI in the Modern Languages Department, stated that it was possible to apply it in lower level preparatory classes if the instructor could develop or compile some materials related to students' fields but also appropriate to their levels. However, he also admitted that the ideal situation would be of course to have students whose proficiency level in English was higher.

In addition, instructor VI stated that students' low proficiency level shouldn't be a factor determining KTU's language proficiency requirement. She added that if they, as an institution, determined their system, threshold, methodology, materials and objectives according to the levels of the incoming students, they could never be able to meet the actual academic requirements of the university. She also gave the example of some well-known Turkish universities like METU and Bogazici:

“When students, even low proficiency level students, enroll in METU or Bogazici, they know that they will have to adapt themselves to the academic environment in such universities; they know that they will have to study English a lot. Why don't we create such a KTU preparatory program profile which would show the future generations the challenge waiting for them in the university? Then they can come with higher expectations and we can expect some improvement. Or else, as we lower our objectives at KTU based on students' current proficiency levels, each year even lower level students will come.”

Finally, she stated that she had taught to Medicine and Biology class students when CBI was used in the preparatory program. At that time, they had compiled some materials which were not too detailed but generally related to the abovementioned fields. In contrast to instructor V, she observed that both the instructors and the students enjoyed those reading courses a lot. That was what made university instructors different from other instructors in elementary school. They

were exposed to new information that they had to adapt themselves to the academic environment surrounding them.

Analysis of the interviews, focus-group discussions and observations:

Department of Modern Languages

General description of non-CBI practices

The data for this group of classes were mainly gathered from the individual interviews with the instructors who didn't prefer the use of CBI in the Modern Languages Department. Grammar and vocabulary were the basis of language teaching in these classes. Although the use of content was also found necessary by most instructors, some general science topics like global warming, technology, pollution, etc. which could arouse any person's attention were preferred to content specific to a certain department. In addition, such functional language as how to invite someone to a party or how to complain about a product you bought was concentrated on in this type of classes.

General description of CBI practices

In 2003, CBI started to be used in Modern Languages Department by a small number of instructors mainly for the purpose of helping students better fulfill the academic requirements of the university life such as reading the literature related to their fields, writing academic papers, attending seminars, etc. By gaining such abilities, students were expected to better understand the disciplinary boundaries of their fields; make progress in their future academic careers; and engage in competition universally. On the other hand, EFL teachers and content-area instructors were also expected to develop cooperation in which the former could overcome some challenges related to content knowledge with the help of content

area instructors while the latter could become familiar with some language scaffolding techniques to be used in their mainstream courses offered in English.

At the time of the study, CBI was being used by only some EFL instructors teaching in the Departments of Public Administration, International Relations, Chemistry, Architecture, Computer Engineering and the Faculty of Medicine. As mentioned previously, three content-based classes given in three different departments were observed by the researcher. Except for the class in the Faculty of Medicine, the attendance was high in all CBI classes observed. The materials in use changed from department to department. In the Faculty of Medicine, for instance, the instructor preferred to use two textbooks, titled *Med-Words – English for Medical Professionals* by Muhittin Ersungur and *Professional English in use* by Eric H. Glendinning and Ron Howard, while in the Departments of International Relations, the instructor preferred to make use of some authentic articles published in journals and/or newspapers. For instance, the week after Sarkozy's visit to Turkey, the students in the Department of International Relations studied a newspaper article entitled "Sarkozy's visit and the future of Turkey's EU membership process". All the classes observed were mainly based on teacher-student interaction in which the instructor asked questions to the students based on the input and the students tried to reply. In the next section, details about the observed classes will be given so as to give a clear idea of the general implementation of CBI by EFL instructors in Modern Languages Department.

*Observations of CBI classes**Faculty of Medicine*

The main focus of the class observed in the Faculty of Medicine was field-related terminology and its meaning while almost no language instruction was observed. The topic was “symptoms and signs” and the instructor started the class with questions focusing on the meanings of these words. Here’s an example of a dialogue between the instructor and the students:

I: “What are symptoms?”

Ss: (silence)

I: “Symptoms are necessary for...?”

Ss: (silence)

S1: “to diagnose”.

S2: “to give correct medication”.

S3: “to give correct treatment”.

Students were hesitant at the beginning when the instructor started the class with a question about what symptoms were. Then, the instructor asked the difference between ‘symptoms’ and ‘signs’ in order to let students guess the meaning of “sign”, as well. The students were no more hesitant and in a few minutes, they came up with the right difference between the two:

S1: “Symptoms are all the things a patient tells us”

I: “What about signs?”

S2: A patient doesn’t say signs.”

I: “What do you mean?”

S2: “We need to use tests.”

I: “So, signs depend on concrete medical tests”.

Once the meanings of the two words in the topic were clarified, the instructor wanted his students to elaborate on the words by asking which one was more important for a doctor. This question led to a class discussion as there was a controversy among students. However, in the end, they came to a consensus.

Next, they started reading a passage in the textbook and sometimes the instructor asked about certain terminology in the context. For instance, the instructor focused on the sentence “...admitted to the hospital...” and asked students to paraphrase it. One of the students recalled the verb “hospitalize” and paraphrased the sentence using that verb which seemed to be the instructor’s intended target word. Later, the students studied several examples of symptoms such as anorexia, malaise and fatigue; and also several expressions such as “My appetite is very poor nowadays”, “My motions are very hard nowadays” and “I’ve been out of sorts all day”. At this point, some situation-based activities were also observed. For instance, as the researcher was also present in the classroom as an observer, the instructor made use of this opportunity and told students to assume the researcher was a patient and wanted them to ask him about his symptoms. The class ended with an overview of the points they studied in that class period.

International Relations Department

The class that the researcher observed in the International Relations Department also focused on meaning. It started with a general question on what students thought about Turkey’s bid to the EU. Then, they talked about the differences between privileged membership and full membership. However, some students had difficulty in understanding and answering the instructor’s questions.

The instructor reminded students that he had given the assigned article the previous week so that they could read it before coming to the class. He also advised them to get prepared for the class better from that day on. However, as the instructor continued asking students about the Turkey's chances to join the EU, one student finally switched to Turkish and said that her English was too poor to be able to speak about such a topic in English. Here's the rest of the conversation between the students and the instructor translated from Turkish to English:

I: "But didn't you take speaking courses in the preparatory class last year?"

S1: "We did, but they were so general topics like the language we talk on the street. The things we are talking now are so different."

I: "Yes, I understand you; but, I have to say that some students see preparatory class as a vacation school and stop studying. Now, this is your major and from this year on you will have to take some mainstream courses in English since this is a 30% English-medium department. For instance, this year you are taking a course named "Introduction to International Relations" in English.

S2: "Yes, but why do we have to take our mainstream courses in English anyway?"

S1: "I have to say that the preparatory class we took last year was rather inefficient. Even the language courses that I took in the high school taught me more. The preparatory class here didn't contribute a lot to our knowledge in terms of our disciplinary studies."

I: "Yes, but these are the facts. We can still change things. Look, this article is not that difficult; but I, as your teacher, studied this article before coming to this class. And even though I studied it, I still carry a dictionary with me just in case. I

don't even see a dictionary on your desks. Truth is bitter. It is difficult but you have to struggle against it. You do not feel the need to learn, so whatever I do doesn't help. But look at your friends in their senior year. They are always after me because they are now worried about some national exams like KPDS, UDS. Don't be late, start now."

S3: ", Teacher, I want to give you an example. One of my cousins is studying in the Engineering Faculty now. He passed the preparatory class with a grade of 80 a few years ago. But when he started his major, his first grade in English course was 16. In the final exam, he had to memorize everything and could hardly pass that course. So, preparatory class doesn't really mean a lot"

S4: "Teacher, our basic grammatical knowledge is not that good."

I: "Ok, this is still a language course and I am still an English teacher. Ask me or tell me which topics you want to revise. We can certainly spare some time, even weeks, on those topics."

S4: "I agree. Teach us some grammar again, teacher."

S3: "Actually, when we translate long and complex sentences into Turkish, it helps me a lot."

S5: "That's very true, teacher. When they taught us grammar last year, they gave very short and simple example sentences. Now, the sentences we are reading are very hard to understand. Now please teach us grammar with complex sentences."

S4: "Teacher, do we really need to know English at a level to be able to understand such articles?"

I: "Certainly, yes, including speaking and writing. Or else, just like many other graduates, you may not be able to find a job after finishing this university."

The class ended with this discussion, and the teacher and the students developed a schedule of what to focus on in the following classes.

Public Administration

The class started with five students reading their assignments aloud in turn which focused on the topic of the day: *Why do we need to communicate as human-beings?* This was followed by a class discussion in which students elaborated on the topic. Some students got help from what they had already written in their assignments while some others freely commented on the topic since the topic was not an administration issue but a general one.

Next, the instructor shifted the focus of the class to a topic more related to the students' field by asking about the characteristics of a healthy communication in an organization. Students were also quite motivated in answering this question. Here are some of the students' answers that the instructor wrote on the board:

S1: "It shouldn't be complex. It should be clear."

S2: "Up-to-date information"

I: "Could you explain it little bit?"

S2: "I mean the style of communication changes every day. We have to update or adapt our style of communication, too."

S3: "We should have eye contact."

S4: "Respect is important."

S5: "Listening to others is also important. Healthy listening..."

After this warm-up activity, the instructor focused on a passage about the different styles of leadership which the students were expected to read before coming to class. In light of the information presented in the passage, they compared the

characteristics of authoritarian leadership and democratic leadership. Finally, the class ended with another class discussion in which students discussed on which side they would place themselves as the leaders of future, and how they would judge their decisions when they become administrators themselves.

The students participated actively throughout the whole class period. It was mostly the students who discussed the topic and came up with answers. The teacher only guided their answers and asked clarification questions when necessary, and wrote their answers on the board.

Interviews

Interviews were the major part of the study since they would reveal more detailed data about EFL instructors' perceptions of CBI. In the Department of Modern Languages, since the questionnaires were completed and returned mostly by instructors who favored CBI, two instructors (instructor I and instructor II) who were against the use of CBI were interviewed. The assistant director (instructor III) in this department spoke for instructors who favored CBI (see Table 19).

Department of Modern Languages	
Instructor I	Opposing CBI
Instructor II	Opposing CBI
Instructor III	In favor of CBI (Assistant director)

Table 19 - Characteristics of the final sample group in the Department of Modern Languages

Similar to the interviews with the instructors V and VI from the Department of Basic English, the interviews with the instructors I and II also lasted approximately for 20 to 30 minutes since they had tight schedules. The interview

with the assistant director, on the other hand, took more in time since the assistant director was involved with CBI for more than seven years and he could provide more detailed information regarding the challenges and obstacles he faced during the implementation of CBI. All the interviews were conducted in Turkish in order to create a stress-free atmosphere for the interviewees.

The questions asked to the interviewees in the Department of Modern

Languages:

1. CBI'yı ilk nereden duydunuz? CBI ile ilgili herhangi bir seminere, konferansa ya da atölye çalışmasına katıldınız mı?
2. CBI'yı derslerinizde niçin ve nasıl kullanmaya başladınız?
3. CBI, KTU'de sunulan dil öğretimi açısından size ne gibi çözümler sundu?
4. CBI, öğrencilere aldıkları diğer bölüm dersleri konusunda ne gibi faydalar sağlıyor?
5. Sizde bazı okutmanların CBI kullanmasına rağmen diğerlerinin CBI kullanmıyor olmasının sebepleri nelerdir?
6. Öğrencilerin İngilizce seviyesi CBI'ın uygulanmasını etkileyen bir faktör mü? Sizde İngilizce seviyesi düşük olan gruplarla da CBI uygulanabilir mi?
7. Eğer CBI'yı derslerinizde kullanıyor iseniz, derslere nasıl hazırlanıyorsunuz? Bir alandaki konulara ve terminolojiye nasıl çalışıyorsunuz?
8. Kullandığınız alanla ilgili materyalleri nereden ve nasıl elde ediyorsunuz? Ders müfredatınızı neye göre hazırlıyorsunuz?

9. CBI'yi derslerinizde uygularken ne tür engellerle ve güçlüklerle karşılaşıyorsunuz?
10. Bölümleriyle ilgili konular üzerinden dil öğreniyor olmayı öğrencileriniz nasıl karşılıyor?

Translation of the questions:

1. How did you learn about CBI? Have you attended any seminars, conferences and/or workshops focusing on CBI?
2. Why and how did you start using CBI in your language courses?
3. What kind of solutions does CBI offer in language teaching at KTU?
4. How does CBI help students with their mainstream courses?
5. Why do you think some instructors use CBI while others do not?
6. Is the proficiency level of students a factor affecting the use of CBI? Do you think that it can be used with low-proficiency level preparatory class students?
7. If you use CBI in your classes, how do you get prepared for a class? How do you study the terminology and the content of the field?
8. Where and how do you find suitable materials for a content-based class? How do you determine the syllabus you will use?
9. What kind of challenges and obstacles do you encounter in the use of CBI?
10. How do your students feel about the integration of content related to their field of study?

Focus group discussions

Focus group discussions, organized around the same questions asked during the interviews, were held with the CBI-practicing instructors in the Department of Modern Languages aiming to gather further information about their CBI practices. Convenience sampling procedures were employed in choosing the participants for these discussions. The primary intention was to hold the discussions in the Department of Basic English, as well, but because of the tight schedule of the instructors in this department, they couldn't be performed. The discussions were informal in nature and their length changed from 15 minutes to 45 minutes. Similar to the interviews, the language used in these discussions was Turkish so as to promote stress-free atmosphere. They were not recorded, either, for the same reason. However, the researcher took detailed field notes during and after the discussions.

Analysis of the data

The use of CBI in the Department of Modern Languages was not mandatory. However, six instructors, including the director and the assistant director of the department, were using CBI at the time of the study. Other eight instructors did not prefer it. As a result, there were two contradictory views. Data presented to reveal the two views are from the observations, interviews and focus group discussions with instructors who use CBI, but they also include information from interviews with instructors who didn't favor CBI and didn't use it.

Obstacles & Challenges faced in the implementation of CBI

Although some EFL teachers in this department tried to use content-based instruction enthusiastically, there were some challenges, as well, in its implementation observed by the researcher and brought forward during the interviews and focus group discussions.

The class discussion observed in the International Relations Department, for instance, revealed students' opinions on the use of disciplinary content and a number of challenges encountered in content-based language classes in faculties. First, the educational gap between the preparatory program and the faculty courses seemed to stand out in students' opinion. Preparatory classes usually train most students up to intermediate level while departments require upper-level language competence and performance. As a possible solution for this gap, instructor III stated that, during the first month of the term, most CBI-practicing instructors in the department taught a grammar pack which reviewed all the grammar points that students needed to know to survive in their departments. Then, they focused on meaning during the rest of the term, except for times when students explicitly needed some explanation regarding a certain language point. In this way, they helped those students who lacked the necessary language knowledge. However, he also underlined the fact that students might try to abuse this educational gap by asking for more basic issues to be covered so as to stay away from any kind of more challenging content in a language course.

Another big challenge seen in the interviews was the search for appropriate sources. Instructor III stated that they searched publishers' websites on the internet before they started to use CBI in their courses five years ago. At that time, what they could find was only Oxford and Cambridge ESP textbooks, mostly in such fields as

computer engineering, electronic engineering and civil engineering. However, surprisingly, it took around two months to receive their order from the UK since there were no such books in Turkish offices.

Another potential obstacle discovered was the rotation sometimes applied in EFL instructors' working environments. Some instructors stated that they were assigned to a bunch of different departments each year, which made it impossible for them to become familiar with content and terminology of a particular department. Instructor III, for instance, said that he had been teaching in the Department of Public Administration for five years now and he didn't spend as much time for preparation as he did during his first years in that department, which also underlined the advantage of teaching at the same department every year.

As the data from questionnaires showed, another challenge was that although one of the intended beneficial consequences of using CBI was to improve the dialogue between EFL teachers and content-area instructors, only few of them really volunteered to cooperate. Instructor III suggested that the reason for this might be that they hadn't been exposed to such a method when they studied English in the past; and therefore couldn't really comprehend the function of it. Besides, some of them were even not aware of the idea of CBI. For instance, instructor III recently investigated if there were any ESP textbooks written by content-area instructors in Turkey and could find nothing but just a few textbooks written by some EFL teachers at Gazi University. This showed how indifferent the content area instructors were to language teaching. Instructor III also explained an interesting finding of his:

“At KTU, students take English language courses during the first three years (six terms) of their disciplinary studies after preparatory class. The first three courses of the six are taught by us (EFL teachers in Modern Languages Department) and the following three courses are offered by content area

instructors. Surprisingly, although we made an effort to train students in content-based English, some content area instructors, for instance in the departments of Public Administration and International Relations, prefer to teach General English to sophomores and juniors. To me, CBI should actually be emphasized more as students progress in their fields.”

As a result of such views, some EFL instructors also claimed that it was sometimes very difficult to encourage their students in CBI when some content area instructors ignored the importance of English within the academic field.

Finally, one last challenge brought forward was that some students saw language as just a daily-life concept; and, therefore, they didn't want to link the language course to their own mainstream courses although it was the primary aim of the use of CBI.

There were also some challenges and obstacles brought forward by the instructors who didn't use CBI in the Department of Modern Languages. They named these challenges and obstacles as the “reasons” which stopped them from using content specific to students' degree programmes although they underlined the importance of the integration of content into language classes. The first reason was that having such academic content could be too demanding for both instructors and students. Instructor I also stated that there was not such a demand anyway, as it can be seen from the following quote:

“...Dealing with specific content areas can be too demanding for both students and instructors. And to be honest, I don't even think that there is such a demand or expectation from us. We are not experts in civil engineering, mechanical engineering or any other fields; so I cannot argue that I can teach some other subject matter... Plus, our students are just undergraduate students, not graduate students. And the classes mostly consist of tens of or even hundreds of students. How can we have such advanced goals?...”

By the same token, instructor II, who also didn't opt for CBI, stated that his students were not ambitious enough to be able to learn English to use in their content

areas. He thought that students' visions were not broad enough and having language classes only three hours per week wouldn't let them broaden their visions, anyway.

Second, as for some practical challenges for the implementation of CBI in language classrooms, instructor II stated that there had to be a strong cooperation between content area instructors and language instructors in a department so as to match the syllabuses, which was almost impossible for him. When the syllabuses didn't match, he argued that language teachers instructing freshman students sometimes covered a content-area topic which was actually intended to be taught to junior or senior year students of the same department; and, as a result, the language objectives became harder to be achieved. Finally, he stated that talking about some abstract issues, like $x^2+y^2=z$, could not be suitable for language teaching and caused some decrease in students' motivation.

Next, both instructors were asked about the academic requirements of some departments in which students were supposed to take some English-medium courses consisting of such complex and abstract topics. Instructor I suggested that it was also too demanding and a flight of fantasy to expect students to study mainstream courses in English. He claimed that such applications could be carried out in MA or PhD courses where students had broader visions and objectives. He gave an example of one of his students who had enrolled in KTU with top marks in Physics but hardly passed a Physics class in the university just because he couldn't understand the language. Finally, he touched upon a key issue about the length of preparatory programs:

“...Learning a foreign language is not something like a Cuma (Friday) prayer in Islam, which is done only once each week; instead, it should be something like prayers five times a day. Language learners have to live with the language every day, every hour... I think preparatory programs have emerged

as a result of the need for such intensive programs. However, even those programs are not adequate. They name it as “one-year” preparation; yet, I sometimes talk with my colleagues and we think that they are “so-called” one-year preparatory programs. They are actually six-month programs, each consisting of two terms: a fall term and a spring term. Each term is 14-15 weeks...”

Indeed, even if the preparatory class was named as “one-year” preparation, it was actually a seven-month (14+14 weeks) program. With holidays, it usually becomes even six months. Therefore, he concluded that with so little training in English, mainstream courses should not be instructed fully in English, either.

Naturally, the counter arguments to these reasons came from CBI-practicing instructors in the same department. The main argument was that university education, by its nature, differed from other lower-levels of the education system as it already consisted of faculties, schools and departments. In other words, universities were meant to be field-specific. Instructor III, who was a proponent of CBI, thought that this nature of universities inevitably required language instructors to adjust the way they taught English because their students were no more high school students and their needs were changing according to the academic requirements of their departments. He added that especially in the departments where the teaching was fully or partially English-medium, language courses had to refer to content of that department as students were at the beginning of their careers in their professions and needed to learn English for that purpose.

“...Having students repeat the same General English topics after they have studied them for years doesn’t help them. It is obvious if you look at the outcomes. And when they start university and see the same General English textbooks, they start losing their motivation...”

The potential reasons behind these contrasting ideas among EFL instructors were asked of instructor III and he identified eight potential reasons which might have caused the avoidance of CBI by some EFL instructors.

First, non-CBI instructors may have been taught English not through subject matter; so they cannot make sense of it. Second, they might lack the necessary self-confidence in teaching some content other than English. Third, it is rather time-consuming to get ready and teach such a course. Fourth, the lack of appropriate content material with language teaching purpose may have an effect. For instance, when instructor III and his colleagues first got interested in CBI, their first step was to search for some textbooks written by ESP experts. They could only find two publishers, Oxford and Cambridge; and surprisingly it took two months to receive their order from the UK. There is an obvious challenge in finding appropriate materials. Five, some EFL instructors are about to finish their teaching career and they may not feel like they are up for such a challenge any more. Six, since most students seem to be already discontent with the current EFL education system in Turkey, such instructors may feel that the use of such a new method may cause students to grow even more anxious. Seven, as one of the most important points, lack of experience and knowledge may cause this controversy. Since CBI is not a regular language course, in which language instructors explicitly focus on language, a great deal of experience in the implementation of CBI may be needed to manage the shift of focus from language to some content area but still keep language objectives. The last reason identified was that some language instructors may be underestimating students' capacity to study content and language together.

Instructor III was asked to elaborate on the last reason (students' capacity) he gave based on his hands-on experiences, as it was also a critical point underlined by non-CBI instructors from a different point of view. He explained that what he usually did at the very beginning of the term was to explain to students the rationale behind the use of such type of instruction and its future contribution to their careers and lives, which usually motivated them in their studies. He added that as a result of this orientation, the majority of the students developed a view that whatever they would learn in this course would add up to their knowledge in their fields. In this way, he could help students to use their actual capacity. On the other hand, he also underlined that some students could grow anxious after they saw the content specific texts as they hadn't been exposed to such texts in their previous courses. However, he stated that once the students were provided with sufficient guidance and were showed enough patience, their fear would turn into improvement and motivation. The dialogue below from the observation in the Faculty of Medicine also reveals the importance of patience.

I: "What are symptoms?"

Ss: (silence)

I: "Symptoms are necessary for...?"

Ss: (silence)

S1: "to diagnose".

S2: "to give correct medication".

S3: "to give correct treatment".

Students were hesitant when the instructor started the class with a question about what symptoms were. However, the instructor insistently waited for students to

retrieve some ideas and vocabulary. In the end, once one student replied the question, the others also brought forward their ideas.

To sum up, there were two opposing views in the Department of Modern Languages. While CBI-practicing EFL teachers agreed upon some challenges and obstacles for the implementation of CBI but also struggled against them, non-CBI-practicing EFL teachers preferred to regard such challenges and obstacles as reasons stopping them from using CBI.

Conclusion

This chapter concentrated on the presentation and analysis of the data gathered from questionnaires, interviews, focus group discussions and classroom observations. The data are presented in two main sections: (a) questionnaires and (b) interviews, focus group discussions and classroom observations. In the first section, descriptive analysis of the two questionnaires was conducted separately by the help of percentages and means. The questionnaires provided a preliminary basis in exploring EFL teachers' perceptions of CBI in both departments. In addition, they were also used to determine the final sample group that would participate in the second phase of the study.

In the second section, the data gathered from each department are presented in two sub-sections: (a) the presentation of the qualitative data and (b) the analysis of the qualitative data. In the presentation of the data, general description of the language program in each department, general information about the interviews with instructors from both departments, and general information about the classroom observations and focus group discussions in the Department of Modern Languages

were summarized. In the next sub-section, the data presented were analyzed based on the derived themes and categories.

In the next chapter, the results of the data analyzed will be discussed and interpreted referring to the research questions. Based on the findings, some pedagogical implications and suggestions for further research will be made.

CHAPTER V: CONCLUSION

Overview of the study

This case study investigated Karadeniz Technical University EFL teachers' understanding and perceptions of CBI, and diverse CBI models in particular, in the Department of Basic English, in which instructors had used CBI previously but had to terminate it after two years, and in the Department of Modern Languages, in which some instructors still opt for CBI while some others do not. The study also aimed to investigate the experiences of EFL teachers in the Department of Basic English with CBI at the time when they used it and reveal their perceptions of the advantages and disadvantages of such programs.

The data collection process consisted of two phases. In the first phase, questionnaires were used in both departments in order to understand EFL instructors' general opinions about content-based instruction and its implementation. In addition, some content-based language classes in the Department of Modern Languages were observed by the researcher so as to gain a detailed understanding of how CBI was used in such classes. Drawing on the findings of these preliminary data, the actual sample group was selected to be included in the second phase of the data collection. In the second phase, semi-structured interviews and focus group discussions were held both with instructors who opted for (and used) CBI and instructors who were doubtful about using it. Finally, the data gathered were analyzed both quantitatively and qualitatively.

This last chapter includes an overview of the results with discussion, pedagogical implications, limitations of the study and suggestions for further research.

Results and Discussion

The results and discussion in this section will be organized according to the order of the research questions. The first research question was:

1. What are EFL teachers' understanding and perceptions of CBI and diverse CBI models?

The findings of this case study showed that the majority of the EFL instructors in the preparatory program clearly regarded content-based instruction as a better and desired way of preparing students for their further academic studies as it integrates some subject matter related to students' respective majors into preparatory language courses. Furthermore, it was also obvious that the majority of the instructors were not content with the current system in the preparatory program in which students were prepared for future academic study in General English skills. These findings were in agreement with the research which suggests that students studying in English-medium universities where English is not the native language need intense training both in English as the medium of instruction and in the academic content of their future degree programs (Garner & Borg 2005). On the other hand, the majority of the instructors were also aware of the particular challenges which hindered the implementation of CBI, such as the lack of appropriate materials, students' being unfamiliar with the disciplinary content, students' low language proficiency level at the time when they enroll in the university, and the negative attitudes of the departments towards language courses

and preparatory school. The controversy in the EFL instructors' perceptions of CBI arose over the interpretation of these challenges. While some instructors believed that some of these challenges were not real challenges and could be overcome within the process of using CBI, other instructors believed that the abovementioned challenges made it entirely impossible to apply CBI in university preparatory classes.

The first two challenges described by the instructors were closely interrelated. As mentioned in the data analysis chapter, the biggest challenge the instructors encountered when they attempted to use CBI five years ago was lack of materials. This challenge was a fact accepted by all the instructors. As a consequence, some instructors had to use only internet sources as their content-based input and those sources usually contained such highly technical language that even the instructors themselves could not thoroughly comprehend the content. As a result, particularly those instructors who experienced such difficulties brought forward the second challenge: lack of content knowledge. The instructors who favored CBI were the ones who had a chance to use more appropriate content-based input and had a fruitful experience at the time when they used CBI. This second group of instructors did not depend solely on internet sources; instead, they could reach some commercial ESL texts or authentic texts in which there were a lot of language functions and structures available, as suggested by Brinton, Snow, & Wesche (1989). In addition, they stated that the language input used was at an appropriate level of difficulty for their students to be able to both understand and learn new knowledge, which was identified by Krashen (as cited in Crandall, 1994) as an ideal condition for language learning. As a consequence, the second group of instructors did not regard the second challenge as a real one. The third challenge mentioned by the instructors was another

controversial one as the instructors who advocated CBI stated that it was also possible to use such a method with lower proficiency level students as long as appropriate materials and teaching styles were used. This suggestion was in compliance with the previously conducted Crawford study (2001) mentioned in the literature review. It also showed that integrating some content into lower-level language classes fostered language learning. In addition, these instructors also suggested that students' low language proficiency level when they enroll in university should not determine the goals and objectives of universities; instead, institutional goals and objectives should determine students' expected proficiency level when they enroll in the university. The final challenge, the negative attitudes of the departments towards language courses and preparatory school, did not cause much controversy and was brought forward by the majority of instructors.

In the Department of Modern Languages where CBI is currently used, however, EFL teachers' understanding and perceptions of CBI differed from each other to a great extent in terms of its effectiveness and efficiency. The use of CBI is not mandatory in this department. While half of them opted for CBI and used it in their classes, the other half rejected to integrate disciplinary content into their language classes, and used more general topics, like global warming, technology, movies, etc. The potential reasons for not using CBI by some EFL teachers were revealed in the data gathered from both groups of instructors. The results from the questionnaires, interviews, and focus group discussions showed that both non-CBI-practicing and CBI-practicing EFL teachers in this department agreed upon the existence of certain challenges and obstacles which hindered the use of CBI. As mentioned in the previous chapter, these challenges and obstacles were lack of

appropriate materials, and its being difficult, time-consuming and an extra-load for language teachers. In addition, EFL teachers did not get any help from content-area instructors who were unwilling to cooperate with them. Other challenges and obstacles, however, exacerbated the controversy among the instructors. First, while non-CBI-practicing instructors regarded their lack of disciplinary knowledge as an obstacle hindering the applicability of CBI, CBI-practicing instructors regarded this lack as an opportunity for them to learn new information. Second, similar to the situation in the Department of Basic English, non-CBI-practicing instructors in this department, also, found students' low language proficiency level as an obstacle for the use of CBI. CBI-practicing instructors, on the other hand, attempted to overcome this challenge through the use of appropriate materials and even by developing their own materials. Third, although non-CBI-practicing instructors claimed that the mainstream courses should be taught in the students' mother tongue, Turkish, as the "so-called" one-year preparatory program failed to bring students' English proficiency up to an advanced level, CBI-practicing instructors interpreted this educational gap between preparatory school and faculties as a deficiency which could be overcome only if English classes in the preparatory school used CBI. Finally, non-CBI-practicing instructors suggested that some content-area topics were too abstract for language teaching purposes while CBI-practicing instructors stated that they used any opportunities to teach English. This struggle of CBI-practicing instructors was in compliance with the findings of the Silver (2008) study in the literature review, which showed that, when necessary training was given, the participating trainee teachers started to use even Mathematics topics as an opportunity for teaching language.

EFL teachers' perceptions of CBI models in the Department of Basic English could not be explored in detail since the majority of the instructors (65.3%) were not as knowledgeable about the CBI models as they were about CBI. However, their answers for the question about the relative importance of content and language in questionnaire A showed that 61.5% of the instructors gave 75% importance to language and 25% importance to content. This finding can be interpreted as preference for a CBI model which focuses more on language itself. The adjunct language instruction model (Brinton, Snow, & Wesche, 1989; Richards & Rodgers, 2001), in this sense, in which a language course and a content course are offered complementarily, can be ideal for the EFL teachers in the Department of Basic English as they will be focusing more on the language aspect of the CBI program.

The data gathered in the Department of Modern Languages, on the other hand, revealed that the content area instructors were unwilling to cooperate with the EFL teachers. Therefore, such models as the adjunct language instruction, sheltered content instruction, and team-teach approach (Brinton, Snow, & Wesche, 1989; Richards & Rodgers, 2001; Shih, as cite in Richards & Rodgers, 2001) could not be used by the language instructors in the Department of Modern Languages. What they were using was theme-based language instruction model in which they integrated all language skills based on a curriculum arranged around topics related to students' field of study. It might also be possible to use simulated adjunct language instruction model in which language instructors simply import some content from an already existing content course although the two courses are not officially combined (Brinton & Jensen, 2002).

Although this group of instructors stated in questionnaire B that they were generally knowledgeable about the different models of CBI, they didn't elaborate on their preference of any models in the interviews and focus group discussions. They stated that there should be more in-service training (professional development workshops, seminars, etc.) to understand the depth of CBI and the different models of it.

2. *What are EFL teachers' perceptions of the potential advantages and disadvantages of using CBI in university preparatory classes?*

The data gathered from EFL instructors indicated that there were more advantages than disadvantages of using CBI in university preparatory classes. First, as it was suggested both by the majority of preparatory class instructors and CBI-practicing instructors in the Department of Modern Languages, the application of content-based instruction in the preparatory program would certainly bridge the educational gap between the preparatory school and degree programmes. This is also regarded by the proponents of CBI as one of the advantages of CBI as it takes the eventual uses the learners will make of the target language as its basis (Brinton, Snow, & Wesche, 1989). In other words, CBI meets the target language use domain needs of university students. Second, as students would be involved with the content of their future majors, their motivation towards the language course would increase. This was in line with the rationale for CBI suggested by Brinton, Snow, & Wesche (1989) which pointed out that although each learner may generally have his/her own personal interests, the use of some common informational input has a high chance of drawing all learners' attention. Third, it was suggested that using such academic content would foster the development of students' critical thinking skills. This is also

supported by Met (1991) who stated that the complexity of human nature can be satisfied by integrating thought, meaning, and real communication into foreign language teaching. Fourth, having disciplinary content as the preparatory program input was believed to make preparatory classes more prestigious and meaningful. Similarly, Krashen (as cited in Crandall, 1994) regards the existence of a meaningful context as an ideal condition for language teaching. Finally, it was regarded as an advantage by the majority of preparatory class instructors that teaching some other content like history, literature, etc. would be a motivating factor for them as well, since they would be gaining new knowledge.

Challenges of its implementation mentioned in the previous section, on the other hand, can be interpreted as the potential disadvantages of this method. Almost all the participants stated that getting prepared for a content-based language class would be much more difficult, time-consuming and an extra-load for them. Next, the inaccessibility of appropriate published materials would be another disadvantage. For instance, the CBI-practicing instructors in the Department of Modern Languages had to wait for their order for around two months when they first decided to use CBI in their courses. Such disadvantages make it difficult for EFL instructors to use CBI in the university preparatory classes.

Pedagogical Implications

The results of this case study indicate that there is indeed some educational gap between the type of language taught in the preparatory program and the academic language requirement of the degree programmes. During the observations, for instance, students complained about the simplicity of materials covered in the preparatory school by comparison with the complexity of academic texts studied in

the departments. In addition, both preparatory class instructors and instructors in the Department of Modern Languages stated that they were not content with the current educational program at the preparatory school and regarded CBI as potentially a better way of preparing preparatory class students for their future academic studies. Such findings were consistent with the literature studying the potential benefits of and rationale for CBI (Crandall, 1993; Short, 1997; Snow, 1998; Stoller, 2004; all as cited in Pessoa, Hendry, Donato, Tucker, & Lee, 2007). However, the current study contributed to the field as it explored EFL instructors' understanding and perceptions of CBI based on their hands-on experiences, which eventually revealed some challenges they had previously encountered, as well as some potential steps to be taken in order to overcome those challenges.

There seems to be a need for some specific steps to be taken to secure the success of a CBI program. It is necessary to work in four areas: materials development, professional development for EFL teachers, orientation for students and orientation for faculties.

First and foremost, as it was stated throughout the chapter, the biggest challenge was to find appropriate materials for content-based language courses. Therefore, instead of relying on internet sources, instructors should concentrate more on published works which are written by professional language material developers and graded according to different proficiency levels. These textbooks can be evaluated by groups of instructors as a second step. As a second option, instructor III, who was experienced in CBI, also suggested that developing ESP materials should be supported more in the country as they had experienced great difficulty in obtaining abovementioned textbooks when they first started using CBI five years

ago. However, he also added that he knew this was a long and complex process and developers had to be experienced and knowledgeable enough in that content as well as the students' profile, needs and interests. At the time of the current study, for instance, instructor III and some other colleagues were working on developing a packet of Medical texts for their students in the Faculty of Medicine as they had been using CBI in this faculty for around five years then and were already familiar with the topics and curriculum. Finally, it should also be noted that collaboration with content-area instructors is also essential in selecting or developing such content-specific materials.

In this sense, for instance, instructor V who didn't favor CBI as much as her colleagues admitted that if she had had more appropriate graded materials, she would have been happy to use them in her classes.

However, finding appropriate materials doesn't solve the whole issue since it is not a regular course in which instructors explicitly or implicitly focus on only language. On the contrary, the success of such programs also depends on the experience and training the instructors have on the use of CBI. They need to become familiar with the existence of such a method and understand its rationale as well as how to teach language through content. In addition, the intensity of training needed may also change according to the CBI model the institution uses. While more language-driven models like theme-based model do not require intense training, other content-driven models may require so. Therefore, it is important that instructors be trained adequately in how to make use of such content-specific materials, either developed or gathered, in their content-based language courses. In this sense, some microteachings by practitioners who are already experienced in CBI; or real-class

observations can be planned. In addition, some well-known researchers and practitioners who are proponents of CBI can be invited to Turkey for workshops and seminars to share their knowledge and experiences.

It is also important that instructors' interests be taken into consideration. CBI works best when the language instructor also has an interest in the content and enjoys teaching it.

Third, students should be oriented, as well, in this process about the use of such a new method and its requirements. Instructor III, for instance, underlined that it would be better if students were exposed to some sort of CBI, even for only one-two hours per week, before their entry to their degree programmes. Additionally, content area instructors and heads of different departments can visit preparatory class students from time to time to inform them about the value of English in their future academic study. Moreover, student can also be asked to observe classes which are delivered in English in their departments to better understand the value of English in the mainstream courses. Instructor VI, for instance, stated that during the first term they had actually arranged some observations of a course offered in the departments in English. The intended purpose of this activity was to motivate students and show them how much they would need English in their degree programmes. She stated that many of her students grew anxious upon seeing that the level of English and content in the department was way beyond the language and content taught in the preparatory class. This might have increased students' motivation.

Finally, it is also important that institutions should be willingly involved in all these procedures and support them. In this sense, they should be informed about the rationale for content-based instruction and its expected benefits within the process as

the cooperation of the faculty members is of utmost importance for the success of such programs.

As is seen, content-based instruction programs are so multifaceted that an extensive preparation is needed. A needs analysis to determine the needs of each stakeholder group should be conducted and the identified needs should be met during the preparation and/or the implementation of the program.

Limitations of the Study

The main purpose of the current study was to explore university EFL teachers' perceptions of CBI based on their hands-on experiences with it. However, because it would have been difficult to achieve this aim with the participation of instructors who were not knowledgeable enough about CBI, the primary concern, in the process of selecting the study sample, was to find as many instructors experienced in CBI as possible. As there was only one university from the ones surveyed in which the majority of the EFL instructors were experienced in CBI at the time of the study, this study was conducted with the participation of the EFL teachers in the School of Foreign Languages at Karadeniz Technical University only. If more EFL teachers working in different universities could have been included in the study, more generalizable findings could have been gathered and analyzed.

Second, the study would have given more reliable results if the institution could have been visited more often in a longer period of time so that the participants could become familiar with the presence of the researcher and the study.

In the Department of Modern Languages, questionnaire B was completed only by instructors who were already in favor of CBI; and was ignored by other instructors who didn't fill it out even though it was given to everybody. Therefore,

the results of this questionnaire did not reveal much about the controversy among these instructors. However, in the process of data collection, two instructors who were not using CBI in their classes were interviewed so as to shed light on the controversy in this department. Likewise, in the Department of Basic English, only 26 instructors out of 40 completed the questionnaire A, which was also one of the limitations. In order to compensate for the small number of questionnaires returned, other sources of data collection were added – interviews, focus group discussions and observations.

Another limitation of this case study, due to time constraints, was the lack of data which could have been gathered from content-area instructors in different faculties, and students who studied at the preparatory school when CBI was in use as well as current students who were taught General English skills at the time of the study. Determining the advantages and disadvantages of using CBI by studying only the EFL teachers' perceptions could have restricted the study in revealing the opinions of different stakeholders on content-based instruction.

Lastly, since the majority of the instructors in the Department of Basic English were not as knowledgeable about CBI models as they were about CBI in general, the data gathered could not address the instructors' perceptions of CBI models in detail.

Suggestions for further research

Based on the limitations and findings of the study, suggestions for further research can be made. Since this was a case study conducted with the participation of EFL instructors in the School of Foreign Languages at Karadeniz Technical University only, the findings of this study could not be generalized. Therefore,

further large-scale research including an increased number of language instructors from different universities should be carried out.

Another possibility for further research would be to explore all stakeholders' perceptions of CBI in order to reveal the advantages and disadvantages of using CBI in preparatory classes from different viewpoints. Perceptions of students who study English through content-based instruction and students who study General English skills in preparatory classes can be compared with the perceptions of language teachers and content-area instructors.

Finally, it is essential to conduct a detailed needs analysis which would again include the needs of every stakeholder group: language instructors, content-area instructors, students and administrators.

Conclusion

This case study investigated EFL teachers' perceptions of content-based instruction at Karadeniz Technical University, and the advantages and disadvantages of using it at the preparatory school. The findings of the study indicated that the general belief among the preparatory class teachers was that CBI is a potentially better and desired method in preparing students for their future academic studies, when compared to the current educational system. However, the study also revealed that although CBI was a desired method in language teaching, it was believed that there were particular challenges and obstacles hindering its use. EFL teachers' perceptions of these challenges were different from each other. Some instructors were ambitious enough to face these challenges in the belief that it was still possible to overcome them and apply CBI while other instructors regarded these challenges as

insurmountable obstacles, and CBI as a flight of fantasy. This study identified these challenges and obstacles and analyzed possible solutions to these problems.

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APPENDICES

Appendix A: Questionnaire A

Dear Professor,

I have been working as a lecturer in the School of Foreign Languages at Pamukkale University for three years. I am currently pursuing my master's degree in TEFL at Bilkent University. This study aims to shed light on the potential advantages and disadvantages of content based instruction (CBI) by revealing EFL teachers' attitudes towards this type of instruction in general and its applicability in Turkish university preparatory classes. I would like to learn your opinions concerning this issue.

Your answers will be kept strictly confidential. The information gathered through this questionnaire and some follow-up interviews and focus-group discussions may provide a basis for the future changes to be made in preparatory classes. It would be appreciated if you could complete this questionnaire, which should take approximately 10 minutes. Your completion of the questionnaire will be assumed to grant permission to use your answers throughout the current study.

I would like to thank you in advance for your participation and for sharing your valuable time for this study.

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PART I: Background information

a. Name / Surname :

b. How long have you been teaching in this department?

- For less than a year
 For 1-3 years
 For 3-5 years
 For more than 5 years

c. Which department are your current students from? (If it is a mixture of many departments, please write "mixed classes".)

d. What is the proficiency level of the students you are currently teaching? (You can tick more than one if necessary)

- Elementary
 Pre-intermediate
 Intermediate
 Upper-intermediate
 Advanced

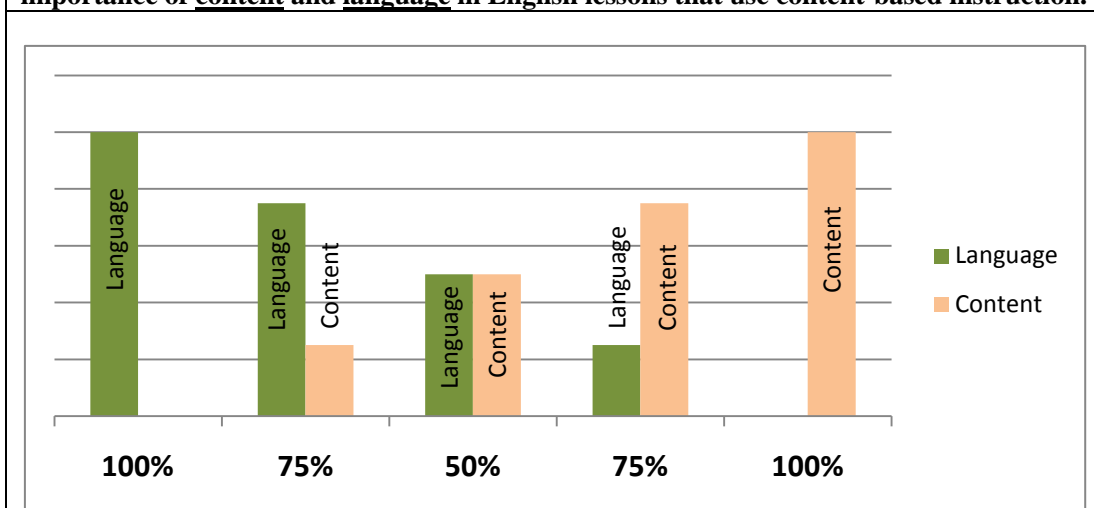
e. Have you ever tried to apply content-based instruction in preparatory classes of Karadeniz Technical University?

- No
 Yes → between _____ and _____ (years)

	Very much	Quite a lot	Moderately	Somewhat	Just a little	Not at all
f. How familiar are you with content-based instruction?	1	2	3	4	5	6
g. How familiar are you with different models of content-based instruction?	1	2	3	4	5	6

PART II: Beliefs about the use of CBI at university preparatory classes

Please circle one of the percentages below that reflect your opinion on the relative importance of content and language in English lessons that use content-based instruction.



	Strongly agree	Agree	Moderate	Disagree	Strongly disagree
1. Content based instruction would prepare prep class students better for their future academic studies by integrating some content related to students' respective majors.	1	2	3	4	5
2. I think preparatory class language teachers are already overloaded; therefore, the use of content based instruction would be too demanding.	1	2	3	4	5
3. I think the content in the current textbooks that we are using at the prep classes is interesting and motivating enough for our students to learn English.	1	2	3	4	5

	Strongly agree	Agree	Moderate	Disagree	Strongly disagree
4. Content based instruction would motivate prep class students towards learning English since the curriculum will be connected to their future academic studies.	1	2	3	4	5
5. I would be uncomfortable with teaching some content together with English.	1	2	3	4	5
6. I believe the content of our textbooks should be related to the content studied in students' departments.	1	2	3	4	5
7. It is not challenging enough for prep class students to study only general English for a whole year.	1	2	3	4	5
8. I wouldn't be able to teach any content related to subjects other than English.	1	2	3	4	5
9. Textbooks presenting general English do not meet the needs of the students who are getting prepared for academic studies.	1	2	3	4	5
10. I think after finishing a year-long general English course, students may get frustrated when they encounter unfamiliar content in their subject area courses.	1	2	3	4	5
11. The content of the general English courses covers enough materials; so, there is no need to add some other subject area content.	1	2	3	4	5
12. I would be motivated to teach some other content like history, literature, etc. since I would also be gaining new knowledge.	1	2	3	4	5
13. I think it can be difficult to find content-related materials which are also suitable for language teaching purposes.	1	2	3	4	5
14. The use of some content other than language can make preparatory classes more prestigious.	1	2	3	4	5

Thank you very much!

Please use this space or back page to write any additional comments.

Appendix B: Questionnaire B

Dear Professor,

I have been working as a lecturer in the School of Foreign Languages at Pamukkale University for three years. I am currently pursuing my master's degree in TEFL at Bilkent University. This study aims to shed light on the potential advantages and disadvantages of content based instruction (CBI) by revealing EFL teachers' attitudes towards this type of instruction in general and its applicability in Turkish university preparatory classes. I would like to learn your opinions concerning this issue.

Your answers will be kept strictly confidential. The information gathered through this questionnaire and some follow-up interviews and focus-group discussions may provide a basis for the future changes to be made in preparatory classes. It would be appreciated if you could complete this questionnaire, which should take approximately 10 minutes. Your completion of the questionnaire will be assumed to grant permission to use your answers throughout the current study.

I would like to thank you in advance for your participation and for sharing your valuable time for this study.

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PART I: Background information

a. Name / Surname :

b. Educational Background :

 Bachelor

 MA

 PhD

c. How long have you been teaching in this department?

 For less than a year

 For 1-3 years

 For 3-5 years

 For more than 5 years

d. In which department(s) are you currently teaching English?

e. What is the proficiency level of the students you are currently teaching? (You can tick more than one if necessary)

 Elementary

 Pre-intermediate

 Intermediate

 Upper-intermediate

 Advanced

f. Are you currently using content based instruction in your classes? If yes, for how long?

 No

 Yes → for () years

g. Have you ever taught in the preparatory program of KTU? If yes, during which years?

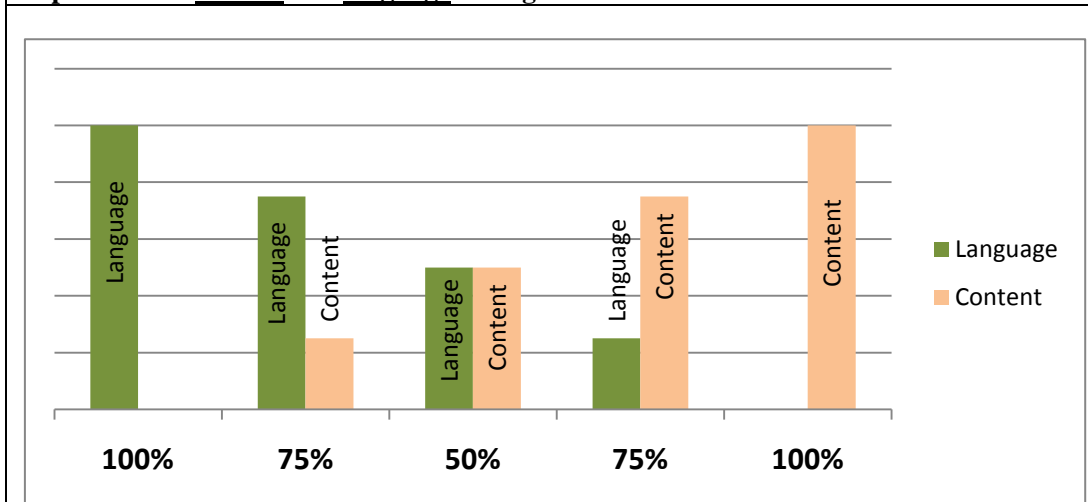
 No

 Yes → between _____ and _____ (years)

	Very much	Quite a lot	Moderately	Somewhat	Just a little	Not at all
h. How familiar are you with content-based instruction?	1	2	3	4	5	6
i. How familiar are you with different models of content-based instruction?	1	2	3	4	5	6
j. Have you ever attended any conferences or workshops about content based instruction?	<input type="checkbox"/> Yes		<input type="checkbox"/> No			

PART II: The use of content-based instruction

Please circle one of the percentages below that reflect your opinion on the relative importance of content and language in English lessons that use content-based instruction.



	Strongly agree	Agree	Moderate	Disagree	Strongly disagree
1. I feel comfortable teaching some subject area content together with general English.	1	2	3	4	5
2. Concerning copyright problems, it is difficult to gather materials to be used in CBI based courses.	1	2	3	4	5
3. I think the integration of some content related to students' degree programs helps them with their disciplinary studies.	1	2	3	4	5
4. Content-specific materials which we use in our courses are linguistically too complex for language learners.	1	2	3	4	5

	Strongly agree	Agree	Moderate	Disagree	Strongly disagree
5. Content area instructors of respective departments help language teachers a lot in designing CBI based lessons.	1	2	3	4	5
6. I think students feel that they are not actually learning English in CBI based courses.	1	2	3	4	5
7. Content based instruction makes language learning more motivating for students.	1	2	3	4	5
8. Language tests should include questions directly related to the subject area content.	1	2	3	4	5
9. It is difficult for me to get prepared for a course which includes subject area content.	1	2	3	4	5
10. Content based instruction makes language learning more meaningful.	1	2	3	4	5
11. Departments provide sufficient amount of necessary and appropriate level materials related to each field of study.	1	2	3	4	5
12. Preparing and gathering content-related materials is too time-consuming.	1	2	3	4	5
13. CBI makes language learning more interesting for students.	1	2	3	4	5
14. Teaching some subject area content as well as English is an extra load for language teachers.	1	2	3	4	5
15. CBI bridges the gap between English courses and mainstream courses in a degree program.	1	2	3	4	5
16. I think students feel frustrated since they cannot handle both subject area content and language at the same time.	1	2	3	4	5
17. Using some content related to a particular major makes English courses as important as other mainstream courses.	1	2	3	4	5
18. Language teachers lack necessary content knowledge.	1	2	3	4	5
19. There is a sufficient number of ESP textbooks that we can use.	1	2	3	4	5

Thank you very much!

Please use this space or back page to write any additional comments.

Appendix C: Sample transcription of interviews - in Turkish

Okutman 6: “Content-based instruction bence hazırlıkta uygulanmalı. %100 uygulanmalı. Yani hem hedefimiz öğrenciyi kendi bölümündeki %30 İngilizce’ye hazırlamaksa, ona temel vermekse hem buradaki hazırlık öğrencisinin ikinci dönemden itibaren başlayan bir motivasyon eksikliğini yükseltmekse, birçok nedenle bu olmalı. Yani iki kere iki dört gibi ben buna inanıyorum. Öğrenci bir kere duyduğu şeyin keyfine varacaktır. Yani yarın öbür gün dersin dışında boş bir şekilde internetten birşey okurken, ben bunu anlayabiliyorum diyecektir. Ama bizim şu anki İngilizce ile yani çok çok zayıf bir ihtimal bu... Öğrencinin kendi alanında birşey okuyabilmesi. Bu yıl mesela pre-intermediate inşaat mühendisliğinden öğrencilere derse giriyorum ve kendi bölümleri ile ilgili 20 dakikalık gibi bir sunum yapmalarını istedim. Konuyu onların tercihine bıraktım ama kendi alanınızda bir sunum yapın dedim... ilginizi çeken, bilmediğim bir şey olabilir benim ve arkadaşlarınızın. Çünkü bu alanda siz yenisiniz. Ben zaten bu alanda değilim. Bize birşey anlatın birşey öğretin. Daha projelere başlamadık ama hazırladıkları sunumlara bir göz atma şansım oldu. Konular “inşaat mühendisliğinin tarihi ve yan dalları”ndan “extreme yapılar”a kadar vardı. Her birinde harika fikirler ve ilginç bilgiler vardı. Bu onları zorlamasına rağmen, bu projeyi yaparken eğlendiklerini görebiliyorum. Şimdi ne öğrenirlerse bu sınıfta kalmayacağını biliyorlar, her birşeyi, terminoloji mesela, ilerde kendi bölümünde görecekle yararlanacaklar. Belki de bazı şeyleri internetten kopyalayıp yapıştıracak, bunu da biliyorum, ama bu sorun değil. Çünkü bu projedeki amaç buldukları öğrendikleri bilgileri düzgün bir şekilde aktarabilmek ve biz birşey anlayamazsak bize cevabını verebilecek.”

Appendix D: Sample transcription of interviews - in English

Instructor VI: “Content-based instruction should be applied in the preparatory classes. It is 100% necessary. If our aim is to prepare students for the 30% English in their departments as well as to increase their motivation which usually decreases starting from the beginning of the second term, CBI has to be used. I believe in this as sure as two plus two equals four. First of all, students will enjoy what they hear. In the future, for instance, when they read something on the internet, they will see that they can understand it. But within the current system, it is rather unlikely to happen; I mean students’ being able to read things related to their field. This year, for instance, I am teaching pre-intermediate students from the Civil Engineering Department preparatory class and I asked them to make a 20-minute presentation on a topic related to their fields. They were free to choose any topic related to their field of study... anything interesting to them, anything that I and other students didn’t know because they were new in their field and it was not my major, anyway. Teach us something. We haven’t started those presentations yet; but I had a chance to look at each student’s PowerPoint slides. The topics I saw ranged from “the history of civil engineering and its branches” to “extreme constructions”. There were great ideas and interesting information in each one. So, I can see that they really enjoy doing such a task although it is certainly challenging for them. They know that what they learn now is not going to stay in this classroom; they will make use of every piece of it, the terminology for instance, in their future studies. I also know that they will certainly need to copy and paste some information from the internet, but it is not a problem since the point in this project is to present what they found in a clear way and to answer our questions if we cannot understand something in the slides.”