

An English Language and Methodology Course for Training Content Area Teachers*

Un curso de metodología e idioma inglés para
capacitar docentes de áreas de contenido.

* Original Research Article

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Abstract

This research was conducted with ten elementary school content teachers from a private educational institution in the department of Quindío in order to determine the influence of a language and methodology course on the development of teachers' professionalism and English language proficiency. To determine the impact of the course, qualitative research was carried out through six three-hour workshops were applied and three different perspectives were gathered after each session in the form of questionnaires, a teacher's journal, and a peer observer format. According to the results, the implementation of the CBI in the course was successful because it had an impact on teachers' perceptions, content teachers' language proficiency and their professional development; the majority of teachers demonstrated an improvement in their English language skills.

Keywords: Content teachers, CBI, language and course methodology Professional development, teachers' perceptions.

Resumen

Este estudio de investigación fue llevado a cabo con diez docentes de contenido de la básica primaria pertenecientes a una institución educativa privada del departamento del Quindío. Su propósito fue determinar el impacto de un curso de idioma y metodología en el desarrollo profesional y en la pro eficiencia en el idioma inglés de los docentes. Para conocer el impacto del curso se llevó a cabo una investigación acción con un enfoque cualitativo, en el que se aplicaron seis talleres de tres horas cada uno y se recolectaron tres puntos de vista diferentes luego de cada taller, tales como encuestas, diario del docente y formato de par evaluador. De acuerdo con los resultados, la implementación de la CBI en el curso fue exitosa porque tuvo un impacto en las percepciones de los docentes, el dominio del idioma de los docentes de contenido y su desarrollo profesional; la mayoría de los maestros demostraron una mejora en sus habilidades en el idioma inglés

Palabras clave: Docentes de contenido, IBC, curso de idioma y metodología desarrollo profesional, percepciones de los docentes.

Introduction

Related studies show that most of the research that is carried out based on professional development has to do with bilingual teachers, such as the research carried out by Barrios and Milla (2018), and Turner and Fielding (2020). Others, on the contrary, such as Bohon *et al.* (2017), and Garzón (2021) highlighted the effectiveness of the CBI when teachers already have a level of proficiency in the use of theme-based instruction. The implementation of modern methodologies and approaches allows for the constant and significant evaluation of the impact of language education, as well as the establishment of places for teachers to practice the language, so strengthening their communicative skills. Therefore, it is essential to mention that training in methodology and language is particularly advantageous for the professional development of teachers, as it enables them to acquire new knowledge and be at the forefront of the new educational processes that affect their students.

The purpose of this study was to evaluate the effect of a language and methodology course on the professional development and language competency of instructors of curriculum areas. Ten primary school teachers volunteered to participate in the study. These teachers, aged between 23 and 45, are from a private school in Armenia, Quindío. Based on qualitative research and the action research method given by Kemmis and McTaggart (2005), a plan for this study was developed. Consequently, during the diagnostic phase of this study, participants were exposed to a pre-test, and instruments such as a peer observation form, a teacher-researcher diary, and a survey participant were utilized.

After this stage, the data were decoded and triangulated, and the results indicated that the context required a strategy that helped teachers to give their content areas in English, so six workshops occurred during the action phase. Each workshop aimed to assist participants in the usage of instructional language, content-based instruction (CBI), and the use of the CBI method to plan their content lessons. The

main objective of this intervention was to impact teachers' professional development and language proficiency.

1. Theoretical framework

This study investigated the impact of an English language and methodology course on content areas teachers' language proficiency level and professional development. For this reason, in this section, the theories of CBI and professional development are analyzed.

Content-based instruction definition

Content-based instruction refers to a subject or pieces of a subject that are taught in a foreign language with two goals: developing the language while the learner acquires knowledge about the subject (Marsh, 1994). Similarly, Richards and Rodgers (2001) define CBI as a method for teaching a second language in which the language is structured based on the subject matter rather than linguistic aspects. Teachers must supply students with intelligible input in order for them to produce meaningful output, not just in the language but also in the subject matter. In addition, Butler (2005) asserts that CBI facilitates the learning process since it allows students to exercise their language abilities and reach a consensus over the meanings of the words. CBI is defined as a strategy that allows teachers to simultaneously teach topic and language in order to build language proficiency in pupils while they acquire subject-matter knowledge (Bula, 2013).

Principles of CBI

The content-based instruction principle emphasizes classroom content and encourages teacher involvement. In a normal class, teachers only teach topics or language, but in this approach, they must teach both. Krahnke (1987) said that teaching a foreign language in isolation is easy, but teaching content in the target

language is more meaningful and relevant for learning. Richards and Rodgers (2001) noted that CBI emphasizes language acquisition through information.

Another significant part of the CBI is instructors' adaptation of the method and foreign language because the curriculum emphasizes content above linguistic aspects. Brinton et al. (1989) said that pupils learn languages well because of how they are taught. These authors said authentic material in meaningful and contextualized forms helps students learn content and improve their foreign language. Richards and Rodgers (2001) found that students learn better when they have access to interesting, contextualized content.

Authors who endorse CBI as a relevant technique for foreign language learners believe the syllabus should take conversational skills into account. Once the information is relevant and engages pupils, language acquisition will flow without effort, allowing them to be absorbed in their own learning. Ruiz de Zarobe and Cenoz (2015) say second-language mastery results from first-language acquisition and subject learning. The lessons chosen determine how motivated and engaged the students will be.

Banegas (2012) says that language is a tool to construct language and content in a learning environment. The author notes that the learners' concentration on these two concepts might make this integration relevant. On one hand, students focus on the language without content. They focus on the content, not the language. Banegas' study emphasizes the need of balancing language and content to avoid failure. The author describes CBI and CLIL language as a means to integrate communicative competence and topic content. As well as Banegas' study, this research aims to balance the language's content and linguistic traits.

CBI Methodology

CBI benefits teachers, students, and the school in terms of content, context, language, learning, and culture. Coyle (1999) suggests combining content, communication, cognition, and culture in CBI lessons. Classes should integrate

listening, reading, speaking, and writing, he said. Authentic materials and resources will also help kids learn other languages effectively. They focus more on substance than linguistic aspects.

Inserting CBI at school should also include the setting where learners are growing their learning process. The curriculum should be constructed depending on the students' needs, such as foreign language level, social strata, and academic and familiar context support. Butler (2005) says the environment for CBI should vary based on elements such as social context and students' L1 and L2 roles. He also shows that teachers' and students' needs, objectives, and ambitions differ. All of this depends on how the institution intends to handle CBI and on how the language and content are balanced. CBI implies teachers can use contextualized material to emphasize language learning. Students can understand the content of reading texts while practicing a foreign language. CBI focuses on the work, while language is the medium to do it, therefore the task requires specific material and language to assist pupils in the goal.

CBI Models

Content-based instruction approaches originate from the different needs that each educational setting must address, including population, foreign language proficiency, and resources. These factors are relevant to the creation of the sort of model that will be employed, as some of them are widely employed in settings where the language is acquired as a second language, while others have an impact on settings where the language is learned as a foreign language. According to Brinton and Snow (2017), CBI is classified into three models. 1) theme instruction, 2) sheltered instruction, and 3) adjunct instruction. They are defined as follows by the authors: The first is characterized by Brinton and Snow (2017) as "instruction that emphasizes specific topics of interest and relevance to the students" (p.5). The second model is defined as "instructional models in which students who are still developing their L2 are separated from native speakers in order to get subject instruction in their L2"

(p.6). The third model is described as "instructional models in which two courses (a content course and a language course) are partnered, with content and language instructors working to integrate or dovetail their instructional objectives" (p.7).

Once the balance between language and content is established, the historical context yields significant outcomes when these models are applied at the elementary, secondary, and graduate levels of education.

Table 1. *Content-based instruction review summary*

CBI Major Characteristics	CBI Principles	CBI Models
<p>The major characteristics of CBI are:</p> <ul style="list-style-type: none"> - Language is used for learning and teaching language and content. - Student-centered learning. - Language corresponds to students' needs. - Supported by different approaches such as cooperative learning, experiential learning, task-based learning, project-based learning, and problem-solving. - Authentic situations and scaffolding are required sometimes. - It also assumes basic knowledge of the target language. 	<ul style="list-style-type: none"> - A decision is made based on content rather than language criteria. - Integrated skills. - Engage students in all areas of the instructional process. - Choose the material based on its applicability to students' life, interests, and/or academic objectives. - Select authentic texts and tasks. 	<p>The principal models of CBI are</p> <ul style="list-style-type: none"> - Theme-based Instruction: Lessons on specific themes or topics based on students' interests. - Sheltered instruction: Students are immersed in a foreign context, but they have not yet acquired the L2; hence, they are segregated from native speakers and given instruction in the L2. - Adjunct instruction: Two teachers, one of them in charge of teaching language and the other teaching content in order to achieve the same objectives.

Source: Own elaboration.

Note: This table explains briefly and summarizes the important features of Content-based Instruction (CBI).

Professional Development Definition

Professional development can be viewed as an ongoing improvement process that combines teamwork and/or independent study (Crandall, 2000). This is consistent with Craft's (2000) claim that professional development is a series of activities that help educators become more professional in their industry. However, some authors, such as Johnston (2009) and Freeman (2004), have used the term professional development more precisely, emphasizing that it refers to the training teachers receive to become better equipped for their jobs as educators. Teachers' professional development is essential for modifying classroom practices, enhancing schools, and boosting students' academic success (Borko, 2004).

Types of professional development

It's important to define professional development in English Language Teaching (ELT). Richter et al. (2014) differentiate formal and informal professional development learning. Formal learning opportunities are structured venues with a prescribed curriculum, such as graduate courses or mandated staff development, according to the authors (Richter, et al., 2014, p. 117).

Informal learning opportunities are non-curriculum-based. Formal environments for professional learning include courses, research groups, and mentoring programs (Timperley, 2011). Peer teaching, collaborative planning, and mentorship can help teachers learn (Little, 2011). Freeman (1989) differentiated growth from training. Teacher training is "a technique for direct intervention by the collaborator to work on specific areas of the teacher's instruction", while teacher development tries to produce change by extending or altering consciousness (Freeman, 1989, p. 39).

Fullan (2007) contends that only contextualized professional development can change classroom practices. It is most effective when integrated into instructors'

subject areas, according to research (Darling-Hammond and Richardson, 2009). Dynamic teacher communities seem to boost student achievement (Bryk, 2010). These studies provide significant information on factors to consider when choosing choices, benchmarks, and evaluation strategies.

Synthesis of the Literature

This review of the literature prompts us to describe CBI as an instructional approach that enables teachers to teach both subject and language at the same time, leading to both linguistic improvement and the learning of new information. Additionally, this assessment encourages us to see CBI as a whole in terms of educating students in both languages in a bilingual setting. It is due to that fact that this strategy must be built on its guiding ideas and models, like theme-based instruction or adjunct instruction. Studies on this method of instruction also recommend theme-based instruction as a foundation for bilingual education and teacher preparation because it enables the integration of the four English language skills, the selection of content that is relevant to students' daily lives, and the support of this methodology in other approaches.

The implementation of CBI presents certain difficulties for teacher preparation because it suggests that in addition to methodology training, language instruction is also necessary, especially for non-bilingual teachers. The dread of subject teachers teaching their material in a language different than their native tongue is another difficulty brought on by the introduction of this methodology, as this, per the literature and associated studies, causes them to feel extremely anxious. However, some investigations have demonstrated that this methodology, despite being difficult, becomes highly important in the teaching-learning process providing many advantages. Regarding this research, the literature and a few related studies show that topic-based learning is one option to modify this methodology since it provides content flexibility and more suitable use of language.

This research study found in its diagnostic phase that constant teacher training is an unavoidable need since this allows teachers to be at the forefront with new approaches and methodologies used in bilingual contexts to constantly improve teaching processes. Most of the related studies and even the literature review itself suggest more support in teacher training since the success of the methodology in bilingual contexts depends on this. Constant support for teachers is necessary, some authors are committed to opening spaces for constant interaction between CBI teachers, as this allows pedagogy of the internal processes of each institution and each teacher.

2. Methodology

This study follows the processes of Action Research in which the researcher identifies aspects to improve or discover what is working for content area teachers in order to provide a planning point for the teacher-researcher. Action research, according to Kemmis and McTaggart (2005), contains four steps: planning after recognizing the problem, implementing the plan, observing and reflecting on what occurred, and revising and repeating the previous procedure.

Table 2. *Research project workshops outline*

Workshops	Language/ Grammar	Content	CBI Strategies	Methodology Tasks
Animals Classification	Present Simple Yes-no questions	Science	What is CBI? Models of CBI 4Cs	Designing a short activity
Repeated addition	How Many (there is-are) Numbers	Mathematics	Techniques and activities for implementing CBI	Planning a task
Workshop Review	Review language and grammar Workshop 1 & 2	Science & Mathematics	Assessing CBI	A review quiz

Defining Americans	Comparatives as...as more than	Social Studies	What is CBI? Models of CBI 4Cs	Implementing an assessment plan
Regional Climate	Present Simple	Social studies and Science	Techniques and activities for implementing CBI	Planning a mini-project
Probability	First conditional	Social Studies	Assessing CBI	Planning a task

Source: Own elaboration.

During the six workshops, instructional language, a content area, and CBI methodology teaching were present. Each of these phases provided teachers with the resources necessary to complete their assignments. Each workshop followed Harmer (2009) suggested order of presentation, practice, and production. In addition to Marsh's (1994) ideas, Brinton and Snow (2017) and Cenoz (2015) are utilized for the execution of CBI workshops. First, each workshop provided input on the use of English as an instructional language, allowing it to be implemented in the content lesson. Secondly, the above allowed teachers to learn about CBI and then construct an activity or task to implement with their students. The process of each content teacher in the language and methodology course was evaluated using portfolios.

This research involved ten primary school teachers who ranged in age from 24 to 45 years old and taught in a private school. Their English proficiency varied, as some of them had the opportunity to learn English while others demonstrated limited proficiency in the language. As a result, the findings of the diagnostic exam revealed inadequate English language ability in all four areas. The sample of participants was selected using convenience sampling (Mackey and Gass, 2012) since the institution intended to become bilingual and assigned content areas teachers the mission of teaching their content in English; therefore, they volunteered to participate in the study. This study applied a variety of methods to collect diverse perspectives. The content teachers answered a survey about their performance, progress, strategies, and CBI approach after the implementation of each workshop. An external peer

observer provided her view and recommendations in the format of peer observation. The educator-researcher kept a journal with class observations. The category frequencies were determined by codifying and triangulating these data. The workshops concluded with a test, so the researcher analyzed the pre-test and post-test to determine the influence of the language and methodology course on content teachers' language proficiency and professional development.

Table 3. *Data Collection Instruments applied during the study.*

Instruments applied		
1	Diagnostic Test	A diagnostic test was applied to determine the content area teachers' language proficiency.
2	Interview	To know content area teachers' points of view regarding the language and methodology course.
3	Teacher's Journal	The teacher-researcher wrote reflections and insights about what happened in the course before and during the implementation.
4	Survey	The survey was applied during the diagnostic stage to determine the directors' points of view about the language and methodology course. During the implementation stage, the survey was used to collect teachers' thoughts and perceptions about each workshop, the activities, and the use of the CBI approach.
5	Peer Observation	The peer observer wrote her perceptions about the language and methodology course in an observation format.
6	Exit test	An exit test was carried out to identify how the implementation of the six workshops influenced content area teachers' language proficiency and professional development.

Source: Own elaboration.

3. Results and discussion

After collecting the data using the aforementioned instruments, the information was analyzed. The next stage was to codify the data gathered during each workshop according to Creswell & Creswell (2009). After examining each workshop and instrument, triangulation helps identify the most significant concerns resulting from the pedagogical intervention. Additionally, a comparison of the diagnostic exam and

the exit test results aided in offering support and identifying if there had been any advancement in content teachers' language proficiency and the impact of the course on their professional development. The following graph illustrates the main categories that came from the data triangulation:

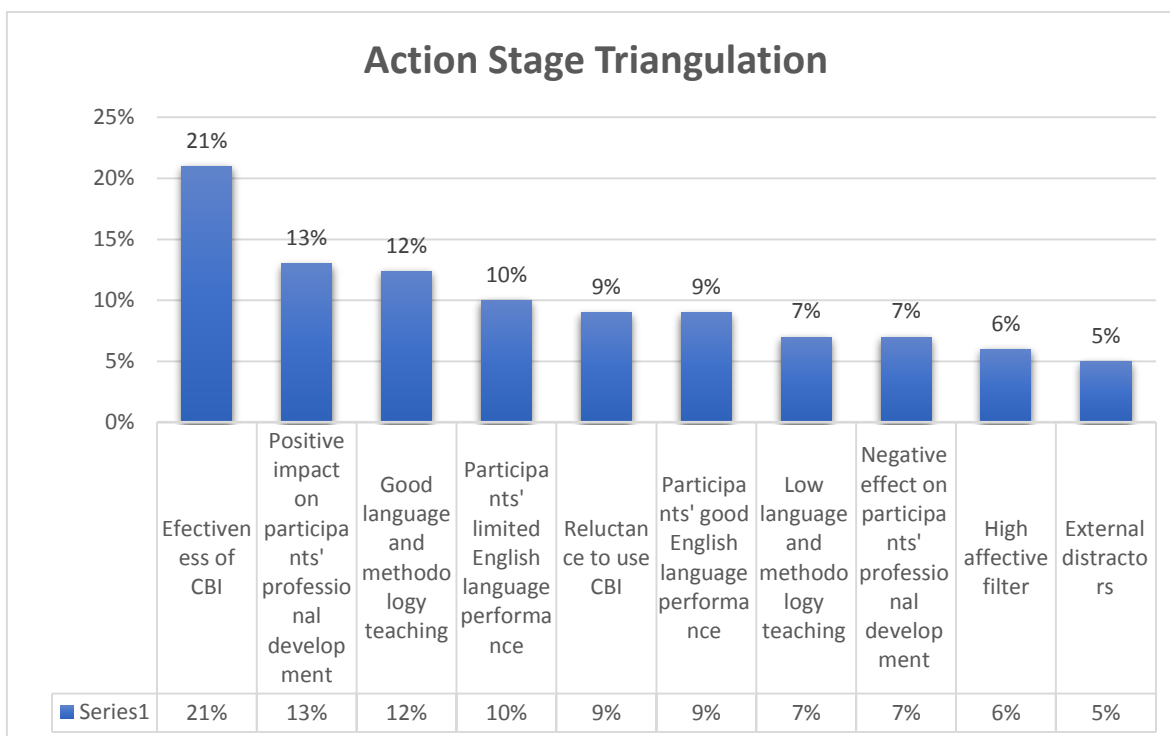


Figure 1. Data triangulation in the action stage.

Source: Own elaboration.

Overcoming speech confidence.

Language difficulties were prevalent in both diagnostic and action stages. This one hindered the language and methodology course since teachers thought it was meant to teach English. Participants claimed in data collection instruments that they lacked English language skills to fully understand the training in English course. Some said they were learning a new way but needed time to practice. School homework cut into their study time. Most of them told me they wanted to be deeply engaged in the

course, but their responsibilities and limited English prohibited them from being ready.

Impact of CBI on teachers' language performance.

CBI in the workshops let me figure out why some participants did better in content than language lessons. One was that most teachers felt comfortable doing the six workshop exercises. Several said they needed more practice to do better in the content session. Content-based instruction was effective for certain participants because of their attention to content-related tasks, but not language. Some students worked harder on a particular aspect of writing and speaking than on language. They were continually thinking about grammatical structure, but during the content-lesson phase, some of them were thoroughly involved, and their language performance increased because they were not worried about making mistakes.

CBI's effect on teachers' language performance was not substantial for all of them since they agreed that they did not have a good enough English level to understand and participate in topic lessons. These participants stressed the importance of CBI in their professional development, particularly in the methodology component, but verified that they understood it because it was in Spanish. Barrios and Milla (2018) found that while their study's participants were linked to creative techniques, they also indicated teachers' knowledge deficits before CLIL, affecting classroom preparation. Like me, these writers used non-bilingual participants and found substantial differences between the two participant groups. In my study, teachers had different English proficiency levels, hence CBI did not improve their language proficiency.

Teachers' perceptions about the effectiveness of CBI.

At the diagnostic stage, participants said they were unfamiliar with the CBI approach. After the language and methodology course and six workshops, participants wanted

to use this strategy in their courses and careers. They struggled to find language and resources to teach their material. The six workshops and data collection instruments during the action stage revealed participants' views on content-based instruction's efficacy. This showed that some participants found this methodology suitable for their elementary-level topic lesson, but they wanted to learn more about it and broaden their lexicon because they had only taught the content in Spanish.

Butler (2005) states that incorporating CBI into curricula depends on a range of factors that can suggest what is needed. The author discusses student needs, teacher goals, and the implementation environment. This study shows that, according to other participants, the CBI is a great strategy for creating bilingual programs like the one the institution intends to implement because it ensures that language learning fundamentals are focused on basic primary education, where several subjects must be taught in English. Due to a lack of resources, support, English competency, and school materials to teach some curriculum lessons in English, several participants were hesitant to use this. Lazarević (2019) discovered that when the data collection instruments were implemented, teachers reported issues with legal requirements, CLIL organization, language proficiency, material usage, and assistance. As well as Lazarević, this study revealed a lack of understanding among content teachers on the legal requirements¹ they must consider when implementing bilingual education in their particular settings.

Effectiveness of CBI in the workshops.

Another relevant aspect was the effectiveness of CBI in the workshops applied. The teacher considered math, science, and social studies when designing the six

¹ Teachers of content who are not language specialists must be aware of the legal criteria for implementing a bilingualism process in their contexts, as this will enable them to create clear aims and objectives for what they hope to achieve and get from that process. In addition, the absence of knowledge of the norm would permit affectations in the delivery of content instruction in English. As a result of not understanding the type of bilingualism being implemented, each teacher would establish classroom procedures that, based on their criteria, encourage bilingual practices in the institution.

workshops. Every time the teacher-researcher conducted a content lesson, he chose an elementary-level issue and utilized a theme-based approach in order to teach participants how to deal with some technical terminology linked to the class's subject matter. During the execution of the six workshops, the researcher followed the same structure in each of them and each lesson was based on one topic lesson, so participants had the opportunity to see the relevant or irrelevant relevance of the workshops for their future courses.

Thus, the following finding shows how some participants felt about the instruction. Some teachers were involved in the session since they were experts in one of the key subjects. Nonetheless, some of them admitted to feeling bad that they did not get to observe how their particular topic lesson will be given. According to the literature review, certain writers, like Garzón (2021), who performed a research study employing CBI and based its concepts on critical thinking and science culture, concluded that his educational intervention was aimed to enhance the use of English in the science class.

On the contrary, I employed three separate content areas, which gave participants a more thorough grasp of the teaching of a subject in a foreign language so they can experience the English-language instruction of their content in class. All of this was done with the purpose of serving as a role model class to teach topics in English while also offering participating teachers access to resources and pedagogical approaches. That is why some participants declare that they have fantastic contact with their own subject matter, but there are some others who assure their dissatisfaction with the efficiency of CBI owing to the lack of workshops given teaching their topics, such as physical education and arts.

In summary, this research study discovered that the success of content-based instruction in workshops was crucial for the majority of the participating teachers since the majority of them fell into one of the three primary areas in which I planned

each lesson. Aside from that, participants, even those from different fields, expressed an interest in employing CBI in their own lectures.

Impact of CBI on teachers' professional development.

Pérez (2019) found that classroom CBI is thinking-focused, not the teacher- or student-focused. From that perspective, new pedagogies and methodologies engage participants to consolidate knowledge outside the classroom, and teachers must be prepared to stimulate critical thinking and provide a comfortable and meaningful environment for non-traditional language learning. This language and methodology course trains content teachers to use non-traditional teaching methods, even if they may have language issues.

Participants said this training improved their views on foreign language topic instruction. This course prompted most of them to use this strategy in their classes. They knew most schools had multilingual teachers. Most participants in the six sessions expressed interest in this novel technique. This course gave them the tools and strategies to be great bilingual teachers, but it required a high level of English to comprehend it, causing them to conclude they needed to improve their English.

This finding is also affected by CBI materials and teacher support. During the six workshops, participants practiced language, content-based instruction, and CBI methodology, but the school was not committed to buying real resources. The school also promised to have highly competent English-speaking teachers who could teach content but did not provide them with time or preparation.

Lazarevic's (2019) research found that teachers struggled with legal requirements, CLIL curriculum structure, language proficiency, materials use and development, and teacher support and growth. In this language and methodology course, participants worried about their lack of study time and resources to test other

approaches. In the present study, CBI helped teachers develop professionally, but it did not solve all their problems.

4. Conclusions

The purpose of this study was to determine the effects of content-based instruction on the English language performance of primary teachers in a non-English program. First, teachers' perceptions of the CBI's effectiveness at their proficiency level show that most participants improve in their four skills and feel more comfortable speaking English based on their content area because they demonstrate a higher level of proficiency when solving content activities rather than language tasks. This study includes non-English speakers and teachers. As a result, this study allows us to precisely assess how the CBI's effectiveness enhances to some extent participants' impressions of learning English as a foreign language. It also improves their English and allows them to integrate things that cannot be taught in Spanish.

In each workshop, the CBI improves language, content, and content-based instruction expertise. So that is why, the efficiency of the CBI in the workshops is the second vital component in this research study because it permits the inclusion of a structured class at different times, this methodology was critical in the design and development of the implemented workshops. The CBI works because it engages participants' content expertise and encourages class participation. Similarly, this teaching style is so versatile that it provides flexibility in the teaching-learning process according to the participants' needs.

CBI gives teachers a new method of teaching content that gets their attention and engages students. Participants show their curiosity in discovering a new teaching approach that enables them to teach topics in a foreign language. Some had heard of the methodology but never used it. Thus, the course's success depends on teachers' acceptance of this strategy. Similarly, the participants acknowledge that this methodology fits the school's needs for the incursion in the bilingual field

because it covers all the legal requirements and subject teaching purposes to become a national bilingual school.

Furthermore, CBI's impact on teacher professional development since this language and methodology course inspire teachers to be engaged in learning and growing as professionals. The participants are enthusiastic and always interested in using the CBI since they know that the new job chances are for teachers who can speak English at least sufficiently to cope.

This study found that the CBI opens teachers' awareness of worldwide society and improves their English. Their personal goals promote the CBI's professional development efficiency. To grow daily and be competitive in school and work, you must adopt new approaches, strategies, and techniques.

During the research study, some obstacles and limitations arise, needing external factors to complete it. The willingness to accept this methodology and the lack of resources, tools and appropriate language make CBI implementation difficult. Participants' English proficiency worries them. They recognize this strategy requires excellent language skills.

However, teachers' apathy to the proposed activities and their physical and emotional tiredness, which the teaching profession entails, affect workshop development. This research study's limitations included teachers' lack of knowledge of the legal criteria for implementing a national bilingual program, the lack of institutional support to provide continuous teacher training in the technique, and the organization of hours and spaces for teacher training.

This study's internal restrictions included observing each teacher's topic lessons and incorporating what they learned in methodology and language. Time constraints prevented the creation of an evaluation tool to watch CBI-using teachers in the

classroom. Due to schedule constraints, a physical education teacher could not teach in English.

At the outset of this investigation, it was intended to measure the scope of the CBI methodology in the classroom practices of content teachers. However, time was one of the greatest limitations of this investigation, and it was determined that the observation of each teaching practice implementing said methodology would take longer to complete the investigation. Therefore, future researchers are encouraged to use this objective as a starting point in order to measure the CBI's impact not only on professional development but also on the advancement of teachers' language and their adoption of the model.

Besides that, it is recommended, for future research, to continue investigating the impact of the CBI on content teachers. Today, the majority of research and teacher preparation focuses on bilingual educators, while content teachers are mostly ignored. Similar to language teachers, content teachers possess the skills essential to instruct a CBI course. The greatest time to study a foreign language is at the beginning of preschool and primary education, so it is vital to consider the topic of teachers who work in elementary schools.

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