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THE WHATS, WHYS, HOWS AND WHOS OF CONTENT-BASED INSTRUCTION IN SECOND/FOREIGN LANGUAGE EDUCATION

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Abstract

As an instructional practice in second and foreign language education, content-based instruction is not a fully revolutionary paradigm, but a spin-off approach which derives from the evolution of Communicative Language Teaching. Sharing with CLT the same fundamental principles, CBI bases its idiosyncrasy on promoting the use of subject matter for second/foreign language teaching purposes. This article aims at exploring the nature and scope of the content-based methodological framework -the whats-, the theoretical foundations that support it -the whys-, and the different prototype models for application in compliance with parameters such as institutional requirements, educational level, and the particular nature and object of instruction -the hows. Additionally, it will also undertake a review of a



Keywords

language education; language teaching methodology; communicative language teaching; content-based instruction; content and language integrated learning.

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