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EL USO DE LA METODOLOGÍA BASADA EN CONTENIDOS PARA CREAR UNA LECCIÓN
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EN LA UNIVERSIDAD DE COSTA RICA

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César Alberto Navas Brenes[1]

Abstract: *The main objective of this article is to present a sample lesson, which incorporates authentic materials, for the English course LM-1230 Oral Communication I based on the pedagogical principles of Content-based Instruction (CBI). This sample lesson will help novice instructors who will eventually teach Content-based Instruction courses at an intermediate level of English. The target population of this sample lesson and its sample tasks consists of students who take the second-year oral course of the English Major in the School of Modern Languages at the University of Costa Rica. Throughout this course, students cover two main topics: health issues and environmental problems.*

Key words: *CONTENT-BASED INSTRUCTION, METHODOLOGIES, ORAL COMMUNICATION COURSES, AUTHENTIC MATERIALS, LESSON PLANNING*

Resumen: *El principal objetivo de este artículo es presentar una lección, la cual incorpora materiales auténticos, para el curso de inglés LM-1230 Comunicación Oral I con base en los principios pedagógicos de la metodología de aprendizaje basada en contenidos (Content-Based Instruction). Esta lección ayudará a docentes principiantes quienes eventualmente impartirán cursos originados de la metodología de aprendizaje basada en contenidos a un nivel intermedio de inglés. La población meta de esta lección consiste en estudiantes del primer curso oral de segundo año de la Carrera de Inglés en la Escuela de Lenguas Modernas de la Universidad de Costa Rica. A través de este curso, el estudiantado cubre dos temas principales: salud y problemas ambientales.*

Palabras clave: *APRENDIZAJE BASADO EN EL CONTENIDO, METODOLOGÍAS, CURSOS DE COMUNICACIÓN ORAL, MATERIALES AUTÉNTICOS, PLANEAMIENTO DE LECCIÓN*

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1.   Introduction

The main goal of this article is to present a sample lesson based on authentic materials using Content-Based Instruction (CBI). The English instructor designed this sample lesson for students of the second-year English course LM-1230 Oral Communication I which belongs to the B.A. in English and the B.A. in Teaching English as a Foreign Language in the School of Modern Languages at the University of Costa Rica. This is the first oral course that second-year English majors take in their B.A. program. The sample lesson was prepared for students who must focus on content to improve their oral skills through the analysis and discussion of topic-related materials such as authentic readings, glossaries, documentaries, and lectures. The specific objectives of this article are **(1)** to explain the importance that Content-Based Instruction plays in oral courses, **(2)** to highlight the importance of using and adapting authentic materials in this type of oral courses, and **(3)** to review some basic principles related to the teaching of reading comprehension. The topic of the sample lesson is alcohol addiction among U.S. college students; this lesson is part of the topic on health issues. Finally, the last specific objective is **(4)** to give some useful recommendations to English teachers who need to prepare their own materials and incorporate them in Content-Based Instruction courses.

2   Review of the Literature

2.1   Content-based Instruction

The concept of Content-Based Instruction (CBI) is crucial in the preparation of oral communication courses that are part of the UCR English Bachelor's Degree. To define Content-Based Instruction, Celce-Murcia and Olshtain stated that

> This approach is based on the notion that second language learning can be very effective when the focus is on acquisition of knowledge and information via the target language. In other words, the learner uses the target language in order to acquire knowledge and learns a great deal of language as a natural by-product of such use. Programs based on this approach might differ considerably in the degree to which linguistic and content issues are separated or integrated, but they all view language use as serving the subject-matter dimension, and language instruction as accompanying and facilitating subject-matter development (2000, p. 188).

By incorporating contextualized academic readings in the course contents, students will have the opportunity to receive comprehensible input with a challenging level of difficulty. In this

type of English oral communication course at UCR, professors and learners must thoroughly discuss a given reading text; they do so by making lists of new vocabulary, memorizing key definitions, and writing phonetic transcriptions using the International Phonetic Alphabet (IPA). One should not deny that memorization is a valid and helpful learning technique, and learners will certainly increase their productive vocabulary after studying new topic-related terms and phrases and using them in conversation. Many scholars agree that in this type of English courses the study of content should not be separated from the study of language; for this reason, CBI materials should also have a section where students reflect on language form in context. It is worth noting that CBI courses similar to Oral Communication I do not share the same objectives as courses of English for Specific Purposes (ESP). In this case, the former deals with the analysis of subject matter to enhance acquisition among English majors; the latter sees language as a facilitator in order to expand on specialized content among students who, most of the time, share the same area of expertise such as computer programming, nursery, law, medicine, business, among others.

Course programs based on Content-based Instruction must include appealing topics with updated materials. As a matter of fact, the same source explains that this approach to language learning has two relevant features:

> First, themes and topics included in the curriculum should provide appropriate cultural background for the language material and activities carried out; second, themes and topics should motivate interest and be relevant and appealing to the learner audience (Celce-Murcia and Olshtain, 2000, p.188).

The instructor's task is not only to choose the topics of a CBL course designed to students of English as a Foreign Language (EFL) but also to look for interesting and challenging resources to cover those content areas. Besides, one should adapt or prepare sets of tasks aimed at seizing the content of the authentic materials to facilitate comprehension and trigger discussion in class. Brinton, Snow and Bingham (1989, p. 2) have indicated that "in a Content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language." As a result, preparing CBI lessons and activities is a process that requires constant coordination among colleagues who teach the same course in the same semester.

Creating a CBI course like Oral Communication I involves a series of principles. They should be carefully observed by teachers before looking for materials and tasks to be used in

content courses. Brinton (in Nunan, 2003, pp. 205-209) listed a series of guidelines to be considered in the preparation of CBI courses. Each principle will be illustrated within the context of the course mentioned above. They are:

a. **Base instructional decisions on content rather than language criteria**: Even though it is somewhat difficult to make informed decisions on whether or not content should precede language, the study of content will benefit students in order to increase their knowledge and increase their productive lexicon. While planning Oral Communication I, as well as the rest of the oral courses, instructors must decide on the input students will be exposed to. Learners need to communicate ideas related to the content studied in English with an appropriate level of accuracy and fluency.

b. **Integrate skills:** Brinton, Snow and Bingham (1989) have asserted that "in this approach, students are exposed to study skills and learn a variety of language skills which prepare them for the range of academic tasks they will encounter" (p.2). Although content has a primary position in the preparation of CBI courses, instructors cannot simply rely on a series of readings or videos; they must know how to use them. One of the most difficult tasks is to use materials and integrate all language macro and micro skills. The integration of skills and content will have a significant impact on interaction among students through various tasks and grouping techniques. In fact, Brinton (in Nunan, 2003, p. 206) has indicated that "CBI practitioners use an integrated skills approach to language teaching, covering all four language skills as well as grammar and vocabulary. This reflects what happens in the real world, where interactions involve multiple skills simultaneously." LM-1230 instructors know that there is no fixed sequence on which skill deserves more attention on one day; on the contrary, they should be ready to plan a lesson where content (e.g., newspaper articles or lectures) is going to be presented combining different skills. Due to the fact that CBI seeks the integration of all language skills and sub-skills, pronunciation should also be taught. In fact, Oral Communication I concentrates on the accurate pronunciation of vowel sounds and topic-related vocabulary. Phonetic transcription is also emphasized in this course because this is a crucial component of the course program.

c. **Involve students actively in all phases of the learning process**: In this course, learners are invited to bring materials to class such as reading texts, short video segments, questionnaires to activate background knowledge, and online resources. They are more motivated when instructors include those materials in the course packet.

Additionally, they are also encouraged to comment on the materials chosen and give suggestions for further sessions. Teachers should be seen as facilitators, and students must play an active role as researchers to develop classroom autonomy and learn more about course content. As a consequence, CBI courses should include learner-centered tasks.

d. **Choose content for its relevance to students' lives, interests, and/or academic goals**: In general, some of the main topics covered in oral courses that belong to the English Bachelor's Degree have to do with health issues, environmental policies, media, technology, violence, social and ethical issues, gender and intercultural communication. As can be seen, they deal with a wide range of up-to-date social and cultural issues. As future English majors, students are expected to increase their knowledge on these areas and be able to have a formal discussion inside and outside the classroom with a high degree of accuracy and fluency.

e. **Select authentic texts and tasks**: CBI courses should include those materials that were not created for educational purposes. Learners must be exposed to authentic spoken or written texts with a challenging level of difficulty. Some authentic materials used in Oral Communication I can include the following: newspaper ads, case studies, extended academic lectures, documentaries, magazine ads, readings, or short video clips retrieved from the Internet. In some cases, guest speakers give conferences about the topics studied in class.

f. **Draw attention to language features**: CBI tasks should have a section in which students reflect on language form. Brinton (in Nunan, 2003, p. 209) has pointed out that in order for students to acquire language through the study of comprehensible input, it must have "awareness-raising tasks to draw attention to specific language features found in the authentic texts." Teachers should prepare a short language section of the target feature so that learners have a clear idea of what the language feature consists of. Then, raising-awareness tasks may include exercises in which students scan texts and look for a specific language feature (e.g., passive voice, compound adjectives, conditional sentences, among others) and reflect on its use in context. After getting acquainted with this language feature, controlled and guided exercises may also be prepared.

In regard to the teaching of micro skills, teachers must consider that grammar, pronunciation, and vocabulary should be emphasized in CBI courses such as Oral Communication I. Language features can be carefully selected from written or spoken texts to review language form and use. Hernández (2005, p.6) indicated that in terms of the teaching of grammar

> In CBI, grammar is not viewed as a separate dimension of language. It is seen as a component of other skills. Grammar should emerge from sources. It should be a direct outgrowth of input, output, and curricular objectives. The grammar we teach should help students access information and talk about it. The instructor or course developer has the responsibility to identify relevant grammatical and other linguistic focuses to complement the topic or theme of the activities.

One of the difficulties in the teaching of an oral course has to do with the lack of a specific textbook in which the program can be based on. Instructors select materials from different sources which have to be updated every semester. Besides choosing or adapting lessons taken from various books, creating sample lessons in which language skills are integrated is a must. As has been pointed out before, the study of grammar should occur in conjunction with the analysis of content. Therefore, grammatical structures cannot be taught in isolation; they should reinforce the communicative tasks to improve students' accuracy.

In sum, all these teaching principles should be followed if one wants to prepare appropriate instructional CBI materials in which students learn from content and raise awareness on language form for communicative purposes. In fact, instructors should base their decisions on the objectives of the course program as well as the subject matter (content) and language features that will supplement their lessons. Instructors must also bear in mind that all language macro and micro skills can be addressed within CBI lesson plans. Although oral communication courses do not focus on writing, Brinton, Snow and Bingham (1989, p. 2) have written that CBI "*recognizes that academic writing follows from listening to reading, and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing.*" In second-year oral courses at UCR, developing academic writing can be feasible since most students take one oral course and English composition during the same semester. In addition, if students find the instructional materials meaningful and interesting, they will certainly become active members of the teaching-learning process of adding new materials to the course packet. With the use of Internet, learners can contribute with a wide variety of

authentic texts that will enrich the content of the course. This is particularly crucial because finding authentic materials is a challenging aspect of CBI.

2.2   The Role of Materials in CBI Courses

No one can deny that preparing appropriate CBI materials is a challenging task. Indeed, it requires lots of effort and participation among colleagues. In addition, experienced as well as novice teachers should keep in mind important features behind Content-based Instruction. First, the general and specific objectives of the course syllabus should serve as a point of departure in order to look for materials that meet the needs of students. Then, instructors should become creative enough to select and adapt pre, while, and post activities which students will find relevant, appealing, and helpful. Tasks should also be contextualized and communicative. Myriam Met (1994) has pointed out that in terms of choosing appropriate materials, instructors should keep in mind that the "*criteria for selecting and developing materials include accessibility of language, text organization that facilitates comprehension (e.g., headings and sub-headings), availability of non-linguistic supports to meaning (illustrations, graphs, diagrams), and degree of cultural knowledge required for comprehension*" (p. 17). Besides appropriateness of content, the layout should be carefully designed so that students can find it appealing and interesting. Table 1 includes a short list of some useful authentic materials which can be used in the pre, while, and post stages to help learners improve their reading and speaking skills.

Table 1

List of Authentic Materials for CBI Courses

Stages of Lesson	Authentic Materials	
	Speaking skill	Reading skill
Pre tasks	-authentic survey questionnaires -illustrations and photographs	newspaper advertisements newspaper headings opinions comics graphs or diagrams vocabulary-building exercises
While tasks	-interviews and role plays based on authentic models	articles transcripts of lectures real-life stories and anecdotes case studies and journals questionnaries
Post tasks	-situations developed in pairs -debates	short lists of idioms lists of topic-related terms

TABLE 1. List of authentic materials to be used in the framework of a CBI lesson

CBI materials should trigger communication and participation among students. It is important to highlight that CBI lessons and resources must be student-centered instead of teacher-oriented. As opposed to general English courses, CBI makes teachers become facilitators of the process while learners will be responsible to go beyond content and expand on the subject matter. For instance, LM-1230 students develop oral presentations and group projects related to the topics of the course in which they are free to do further research on themes such as overtraining, drug abuse, Internet or sex addiction, video game addiction, overtraining or eating disorders. Obviously, teachers are expected to approve a topic and function as facilitators in this process. Due to the fact that students usually find interesting Internet articles and activities while conducting their investigation, they are always encouraged to share readings and websites with teachers so that the course packet can be enriched and updated. A relevant strength of oral courses at the School of Modern Languages at UCR is that students have access to computer laboratories either to receive lessons or do research on various topics. Due to the quality of equipment, students can easily present their group projects using multimedia presentations.

CBI materials should have a clear communicative purpose. Students, however, are responsible for doing their reading assignments to participate actively in class activities. This is particularly important in a course with a great number of readings and vocabulary lists that

are used in information-gap activities, jigsaw readings, problem-solving tasks, and impromptu oral presentations. If students have access to comprehensible input and study it, it is easier for them to explain it to their peers and establish collaborative learning. Sharwood-Smith (1981, in Thomlinson) has indicated that "*communicative interaction can provide opportunities for picking up language from the new input generated, as well as opportunities for learner output to become an informative source of input*" (p. 15). That is, if teachers provide students with CBI materials with comprehensible input, learners will be able to come up with relevant contributions during class activities carried out in pairs and small groups.

Throughout the process of developing CBI courses, authentic materials represent a priority as long as teachers have a clear idea of what to do with them. Stryker and Leaver (1997) have indicated that instructors may find it very difficult to incorporate general English textbooks as part of a CBI courses; in fact, this happens because

The use of "authentic materials," especially if the topic involve socioeconomics, politics, popular culture, or current events, eliminates the viability of using traditional textbooks in CBI, placing even more of a burden on instructors to find or produce relevant and interesting materials (p. 295)

Newspaper articles and academic documentaries are two examples of challenging authentic materials; however, teachers must be ready to prepare appropriate pre, while, and post activities to enhance comprehension. Before using a documentary, for example, instructors must bear in mind that this type of material might be extensive and somewhat tiring for students no matter how relevant it is; as a consequence, teachers can probably focus on the main ideas of a documentary to reinforce the content of the lesson, especially if one seeks the integration of different skills. In regard to some important tips before using a video segment, Jane Sherman (2003) wrote that teachers should:

- Discuss the value of documentary viewing with students
- Give choices and consult preferences
- Get students to assess difficulty and to leave their comments for others
- Do everything you can to lighten the comprehension load (p. 64)

Likewise, newspapers constitute a valuable source of authentic input. The use of interesting newspaper articles is suitable in content-based programs in which extensive reading may be part of the course objectives. In relation to lesson planning, Ur (1999) wrote that

Newspaper items are conveniently self-contained units which vary in length from a short paragraph to a complete page or more. This is a particularly helpful feature for teachers, in that it offers them a great deal of flexibility when planning lessons and selecting materials to meet certain criteria, e.g. the length of the newspaper item(s), the complexity of the language, the density of information, the subject-matter and content, the lesson time available and the level of students. This feature of newspapers is also helpful to students, who can measure and increase their reading tolerance, progressing from very short items, perhaps for detailed study, to much longer ones for extensive reading. As such, they offer students tangible, on-going targets to aim for in their reading (p. 4)

The level of difficulty of most newspaper articles is likely to be high since content has not been published for pedagogical purposes; for this reason, the variety of appropriate vocabulary-building exercises will prepare students to become acquainted with new topic-related words. In regard to CBI oral courses, the integration of skills is crucial to promote interaction, motivation and cooperative learning; therefore, activities are to be combined so that learners assimilate content and practice their oral skill. To conclude, selecting and preparing materials is a time-consuming process in which important principles should be followed to succeed at designing relevant lessons. By doing so, learners will benefit from authentic resources and instructor-made tasks to improve their communication skill and learn from the subject matter with a higher level of difficulty.

2.3   Reading Comprehension and Oral Production in CBI

Reading is a complex process. It takes into account not only the written text itself, but also the reader as well as his or her interaction with the text itself. This interaction is addressed from two approaches in regard to reading comprehension. On one hand, the bottom-up theory explains that a reader´s comprehension of a text depends on the linguistic units it consists of. That is, "*the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those units becomes so automatic that readers are not aware of how it operates*" (Eskey 1998 and Stanovich, 1990, cited in Aebersold, 1997, p.18). In other words, the linguistic system a certain text is made of will determine the reader´s comprehension.

The second approach to reading is more complex. Linguists claimed that the reader´s background knowledge plays a central role in the understanding of written discourse. This notion refers to the top-down approach to reading comprehension which takes into consideration all the reader´s previously acquired knowledge of the world. Richards et al. (1992) has explained that this approach "*makes use of the reader´s previous knowledge, his or her expectations, experience, scripts, and schemes in reading the text*" (p. 384). Thus, the top-down approach sees the comprehension of a text at a higher level. Brinton, Snow and Bingham (1989) have pointed out that there are five rationales that CBI highlights in terms of integrating language and content. Their third rationale considers that "*Content-based approaches apply the pedagogical principle that any teaching should build on the previous experience of the learner, as they take into account the learners' existing knowledge of the subject matter and of the academic environment as well as the second language knowledge*" (p.3). Thus, this pedagogical rationale sees the individual's prior knowledge on a given topic as the point of departure in order to start building content from it. As a result, the pre stage of a lesson plan (pre-speaking activities or background building activities) should take into account what learners already know on the topic of the lesson and take advantage of it.

When these two approaches are considered in order to understand what a text means, they form the interactive theory of reading. The first source (Aebersold, 1997) has claimed that this notion "*describes a process that moves both bottom-up and top-down, depending on the type of text as well as on the reader´s background knowledge, language proficiency level, motivation, and culturally shaped beliefs about the reading*" (p.18). Experts see reading as a process that links the text itself, the reader, and his or her knowledge of the world that is used in order to get meaning from that text. Therefore, these three elements help the reader comprehend a written text.

There are many reasons why people read. In fact, one of the main reasons deals with individuals' personal interests and needs. In the language classroom, for instance, "*some students may have an established personal interest in certain topics and may like to read anything and everything that they can find on those topics. They probably already know a lot about the topic, but they want to know more*" (Aebersold, 1997, p.39). This means that language instructors should take into consideration their learners' personal likes regarding the texts they are interested in and develop activities and tasks that deal with those topics. Nowadays, the success learners will achieve during the while-reading and post-reading activities strongly depends on the quality and variety of the pre-reading activities. Reading

strategies play a crucial role in the preparation of CBI lessons that include this language skill. If appropriate tasks are based on reading strategies, these "*reading strategies help students engage with the text and monitor their comprehension. Students need to have a wide range of strategies from which to select those that are most appropriate for them*" (Hall and Austin, p. 171).

Appropriate pre-reading activities are the key in order for language learners to successfully comprehend what a text is all about. Aebersold (1997) has also explained that "*both L1 and L2/FL reading comprehension research tells us that readers benefit in three main ways from having an introduction to the topic of an informational text before they begin to read*" (p.67). That is, the main purposes for doing so are (1) to connect what the text is about to what the reader already knows about that particular topic, (2) to increase students´ interests about that topic, and (3) to build vocabulary. Besides, language teachers may take advantage of whole-class discussions and the explanation of new information using appealing materials (e.g., pictures, graphs, charts) in order to facilitate comprehension. In this case, the use of authentic materials plays a major role. In addition, instructors might use a short video clip or audio-recorded material in order to catch learners´ attention. This pre-reading stage should also contain vocabulary-building exercises related to the topic at hand. These exercises will prepare students for future activities or tasks.

When preparing pre-reading activities, the teaching of vocabulary is of great concern. Aebersold (1997) has pointed out that there are three important considerations when selecting the appropriate vocabulary which will be presented in the pre-reading activities and/or exercises. In fact,

> they (teachers) need to consider (1) what the students already know of vocabulary in the text, (2) what vocabulary students need to recognize to make sense of the text, and (3) what vocabulary they will need to know to function in the L2/FL in the future—that is the overall vocabulary goals of the course. (p. 139)

By selecting the appropriate lexicon to be presented, these words will become part of learners' productive vocabulary; that is, that lexicon which will be used by the learner later on. Common techniques to present new vocabulary include brainstorming (learners think of as many words as possible around a topic), clustering (semantic mapping), and/or video presentations where important words are explained. Presenting vocabulary in context is a determining factor. In relation to presentation of input, CBI must incorporate target topic-related words and any additional data before learners complete the while task stage; this

"input is presented orally by the teacher, with visual support in the form of pictures, gestures and/or written language" (Hall and Austin, 2004, 103). Once the tasks have been carried out, learners should be able to use the new vocabulary correctly. To sum up, reading comprehension is crucial in this kind of oral courses. Learners are always encouraged to read and do research on a topic in order to incorporate new lexicon and ideas into their content. If they do so, they will be able to communicate easily in the target language and develop critical thinking.

3.   Description of the CBI Course and the Sample Lesson

The course syllabus of Oral Communication I states that the level of difficulty of this course is high beginning. Students are expected to improve their oral skills as well as the other macro and micro skills. Learners must communicate their ideas related to content. This course emphasizes fluency and accuracy. They should put different learning strategies into practice to improve their reading and listening comprehension. Furthermore, there is a great emphasis in the teaching of pronunciation; students receive constant instruction related to vowel sounds of American English, theory on phonetics and linguistics, and word stress. Learners are required to use the International Phonetic Alphabet (IPA) to transcribe from monosyllabic words to complex polysyllabic terms taken from the various topics and readings studied in class.

Instructors explain basic principles to develop students' public speaking skills. As a result, students are expected to work in groups and give speeches on health and environmental issues. For this reason, learners must develop critical thinking skills in order to reflect on health and environmental issues.

3.1 Target Population

The target students take the second-year oral course LM-1230 Oral Communication I in the School of Modern Languages at the University of Costa Rica. This course is part of the B.A. in English and the B.A. in Teaching English as a Foreign Language. LM-1230 students attend classes three times per week. Each class session lasts two hours. Instructors and students can also use the video and computer laboratories to reinforce the learning process; multimedia equipment is used to deliver oral presentations.

3.2 Materials

A sample lesson can be included in the packet that corresponds to the reading material about health issues. It consisted of a newspaper article. Besides the printed material, there is an academic documentary about alcohol addiction entitled *Alcohol and Alcoholism*.

3.3 Sample Lesson

The general and specific objectives of the sample lesson are:

3.3.1 General Objective

To improve students' oral production through a series of activities that integrate different macro and micro skills

3.3.2 Specific Objectives

a) To activate their prior knowledge on the theme of the lesson by analyzing a set of pictures and discussing a series of questions

b) To express opinions about a group of statements by interacting with their peers

c) To infer the meaning of words by analyzing the context in which they appear

d) To get specific information by understanding the content of a documentary

e) To provide information based on the content of a newspaper article by asking each other questions about it

f) To apply communication strategies by using useful expressions and questions

g) To discuss the content of the documentary and the newspaper article

h) To become familiar with compound adjectives by analyzing a language section

i) To identify compound adjectives by scanning the reading

j) To identify the phonetic sounds that correspond to topic-related words and phrases

k) To transcribe a group of words and phrases using IPA

3.4 Description of the Sample Activities

It is worth noting that most activities are to be carried out in pairs or small groups to promote cooperative learning and interaction. The lesson contains 10 activities. The first three activities activate learners' prior knowledge on the lesson theme. Then, the vocabulary-building activity helps students understand new terms in context; using a dictionary is not essential. After this, there is a listening task which serves as a pre-reading activity. Because

of the duration of the documentary, it should be played once. However, to check answers, students can get in pairs (see Appendixes A and B to read the answer key). Once the answers have been checked, students are ready to start reading the newspaper article taken from <u>The New York Times</u>. To facilitate comprehension, students can underline difficult words for further review in respect to pronunciation and meaning. In order to use the content of this text in oral communication, students are asked to work on an information-gap activity in pairs. They need to take turns and ask each other a question without reading the text again. Parts A and B must appear on separate pages. This information-gap activity is not aimed at checking memory; instead, learners are expected to expand on content orally. Checking the answers to these questions should not be time-consuming. As a whole-class activity, one learner may choose a classmate and ask him or her one question. Everybody has to be ready to give any answer.

As has been mentioned before, a CBI lesson should include a contextualized language section for students to raise awareness on form. Activity 8 focuses on compound adjectives which are more likely to appear in the written mode. After this exercise, students should scan the text to find the compound adjectives that share the same meaning of the ideas listed in the box. This can be done as a timed scanning task (see Appendix B for the answer key). To practice phonetic writing, students have to transcribe a set of topic-related words using the IPA. First, students do the transcriptions individually; then, they can check their answers in pairs. Finally, the instructor should invite volunteers to write the transcriptions on the board. Additionally, the class should repeat these phrases. As a follow-up activity, students can be asked to go over the reading text at home and study the glossary of terms. They should write a reaction paragraph based on the content of the lesson to be checked by the instructor.

U.S. College Students and Alcohol Abuse

Activity 1. Getting Started

A. Individually, write words or short phrases in the box below that relate to these pictures.
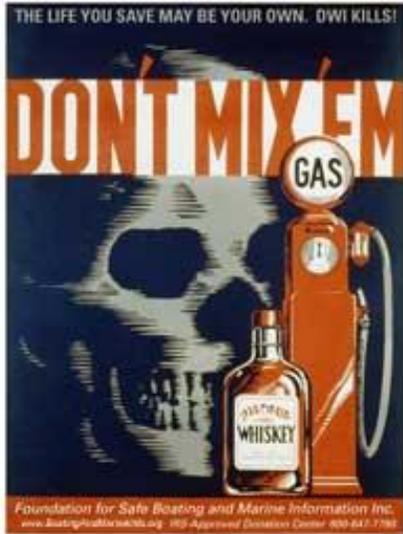
Poster taken from www.boatandmarineinfo.org

Pictures retrieved from the Internet.

B. With a partner, compare your ideas. Talk about similarities and differences.

Activity 2. What do you think?

A. Get in groups of three. Then, discuss the answers to these questions.

1. Do you like going out to bars with friends? If so, how often do you go?
2. What are some bars or clubs that most C.R. college students like?
3. Do your friends consume alcoholic beverages? If so, how much alcohol do you think they normally drink per night?
4. If you don´t drink at all, how would you describe your friends´ drinking habits? Do they drink a lot?
5. Do you have a friend who might have some problem with alcohol?

B. Be ready to share your answers with the rest of the class.

Activity 3. Looking for Opinions

A. Read the following statements. Then, put a check mark to indicate if you agree or disagree with each idea. Think of reasons to justify your answer!

	I strongly agree	I agree	I disagree	I strongly disagree
1. Female college students consume more alcohol than male students.				
2. Most people start consuming alcohol as soon as they turn 18.				
3. If alcohol advertising is controlled or banned, alcohol abuse among college students would decrease.				
4. Peer pressure is the most important cause of alcohol abuse in college students.				
5. "*La Calle de la Amargura*" in San Pedro is a negative influence when it comes to motivating UCR students to consume alcohol.				
6. There is nothing C.R. college students can do to control their drinking habits.				

A. Interview 6 classmates. Ask each person his or her opinion about one statement. Write the name and his or her reason(s) about the statements in Part A.

Name	Why do you think so?
1.	
2.	
3.	
4.	
5.	
6.	

C. Be ready to share your answers with the rest of the class.

Activity 4. Pre-Reading Activities
Learning New Vocabulary in Context

A. Pair work. Read the following sentences. They contain useful vocabulary words in context that might be new to you. These new terms are underlined. Write a short definition to explain the meaning of that word. <u>Do not use the dictionary</u>. You can go back to the newspaper article.

1. On Friday, some classmates from college and I went out to *Terra U* to celebrate the end of the semester. My friend Luis drank so many shots of Vodka in a short period of time that he **passed out** before 11 P.M. He was unconscious and could not say a word, so we had to leave earlier to take him home.

Passed out means: _____

2. Excessive alcohol consumption has too many serious consequences. One of them is the **hangover**; this occurs because individuals consume too much alcohol the night before.

Hangover means: _____

3. Our composition teacher found out someone in my class had committed plagiarism with our term paper. He interviewed some people and asked specific questions that **nudge** those students. People felt really uncomfortable during the interview. While assessing or examining students' responses, one student said he had downloaded his paper from the Internet.

Nudge means: _____

4. Mike´s parents told him he has to **forgo** about getting a brand-new car before finishing high school. His grades are not good enough, and he is about to fail Math and History.

Forgo means: _____

5. During counseling sessions, young alcohol drinkers are **prodded** to talk about their drinking problems. The therapist encourages people to express their feelings and thoughts in regard to this serious problem.

Prodded means: _____

6. Experts think there are specific **triggers** that make college students drink more alcohol. Some of them are stress, fear to fail and disappoint their parents, depression and peer pressure from their buddies.

Triggers means: _____

7. Heavy drinkers should not hide their problem. The more people **wing** their drinking problem, the more they consume alcohol. On the other hand, if people monitor the amount of alcohol they plan to drink, they might eventually consume less.

Wing means: _____

8. Drunk driving is an extremely **perilous** behavior. To avoid it, drinkers must choose a designated driver to take them back home safely.

Perilous means: _____

9. For some adults, smoking and drinking are **ingrained** habits. They have done it for a long time, and they are not likely to change this behavior.

Ingrained means: _____

10. Rick said he has been under a lot of pressure this week. He met some deadlines and took two difficult exams. Besides, he has been working on a project at night. Since he is going to a bar next Friday, he said he wants to drink and **get plastered** before leaving the club.

G*et plastered* means: _____

11. When heavy drinkers undergo some professional counseling, experts say they should focus on moderation in order to control their drinking problem. In other words, moderation is more appropriate than **teetotaling**. So, they should not quit alcohol immediately.

Teetotaling means: _____

12. Some U.S. colleges are creating some **fledgling** drinking-reduction programs. These programs are still under development. However, it is mandatory for some students who are heavy drinkers to attend such new programs.

Fledgling means: _____

Activity 5. Pre-Reading Activities
Listening and Note-Taking

A. Watch a short video segment about alcoholism and complete the summary below.

1. Introduction
Research shows that young people drink more than older people. Men drink more than women; a higher proportion of Catholics drinks more than _____, and rich people drink _____ than the poor.

2. Alcohol in the bloodstream
The amount of alcohol in the blood is typically referred to as the Blood Alcohol Concentration or BAC. It is defined as the proportional _____ _____

Drinking quickly results in sudden and high BAC. Slower or spaced drinking gives the body a chance to _____ _____

3. Sovering up and the hangover
So called remedies for sobering up such as black coffee or cold shower do not work because _____ _____

4. Alcohol as a social lubricant
Alcohol is known as a "social lubricant" because it reduces _____ _____

5. Alcohol and aggression
Aggression is one of the social consequences frequently associated with alcohol consumption. Alcohol abuse can lead to _____ or violence.

6. Estimating alcohol consumption
The average age in which a child first has a drink is now _____ years old.

Documentary taken from: Schlessinger Video Productions

B. Check your answers with a classmate. Be ready to share them with the rest of the class.

Reading Task
Activity 6. Reading Comprehension

A. Read the newspaper article entitled <u>Just Say No? No Need Here! A New Approach to a New Problem; Moderation, not Teetotaling.</u>

NEWSPAPER ARTICLE

JUST SAY NO? NO NEED HERE

A NEW APPROACH TO A NEW PROBLEM: MODERATION, NOT TEETOTALING

The following newspaper article was adapted from **The New York Times**, Section 4A: Education Life by Abigail Sullivan Moore (pages 17-19), January 16, 2005.

Fairfield, Conn.

1   Like many students enjoying the newfound freedom of college, the young man accelerated the drinking he had begun at prep school. "You go nuts," he explains, looking back, seemingly both amazed and disgusted. At 6-foot-1 and 215 pounds, he was able to put away up to 18 beers a night at weekend parties. "It was crazy," says the student, now a junior at Fairfield University, adding that afterward, "I'd feel like death all day." At one party last spring, he drank so much rum that he doesn't remember anything that happened. Other students complained about his behavior and a graduate assistant escorted him to his room. When a campus security guard showed up to talk to him the next day, "I was still drunk at 3 p.m.," he says.

2   The university bans alcohol for students under the legal drinking age of 21. Twice before that worrisome blackout, university authorities had penalized him for drinking. For beer in his dormitory room on a "substance-free" floor in freshman year, he paid a $50 fine and lost his spot there. The next year, a security guard caught him smuggling a 30-pack of beer into his room to entertain friends from Marist College. "I was almost compelled to get it," he says. It's a standard of a good time in college." As punishment, he paid a $75 fine and had a talk with his coach on the varsity baseball team. But for his last violation, he was evaluated by a licensed drug and alcohol counselor, ordered to attend the university's fledgling drinking-reduction program and placed on probation. If he didn't comply, he would have to leave school and lose his academic scholarship.

3   The eight-session therapeutic program was life-changing, perhaps life-saving. That is why this likable, driven young man is willing to share his story, though not his name, fearing that his past will interfere with his chance of getting into law school. "I don´t binge, that´s the most important thing," he says. Binging is defined as having at least five drinks in a two-hour period, four for women. Now, he says, he has only an occasional beer and doesn´t drink and drive.

4   The fact that he continues to drink is an acceptable part of his therapy. The program´s goal is to get heavy drinkers who are not alcoholics to want to cut back, not necessarily to quit. Using a method called motivational interviewing, a counselor asks questions that nudge students, in a nonjudgmental way, to examine their drinking, their ambivalence about it and its effect on their daily life and long-term ambitions.

5   "It´s not anti-drinking; it´s anti-harmful drinking," explains G. Alan Marlatt, a psychology professor who uses the techniques for the drinking reduction program he created at the University of Washington in Seattle. In the last five years, programs using a nonjudgmental approach have been slowly spreading on college campuses. They range from Fairfield´s intensive group program to an online self-assessment of drinking patterns, called e-CHUG, now used by students at some 110 colleges.

6   "When you sit with a person and ask them what the trouble is with their drinking, they´ve got a whole list of problems" like hangovers, drinking-related traffic violations and other risky behavior, says William R. Miller, a psychology professor at the University of New Mexico who developed the approach. But label the same person as alcoholic and he will deny it, he says. The nonconfrontational approach works well with college students. "Who´s more oppositional than an adolescent?" Dr. Miller says.

7   Another element of motivational programs is to show alcohol-abusing students that they´re not in step with the norm. Heavy student drinkers overestimate how much their peers typically consume by three or more drinks, according to a study last year by H. Wesley Perkins, a sociology professor at Hobart and William Smith Colleges. Since most students want to fit in and be "normal," educating them about the norm may help them change their behavior. Drinking has been a part of college life —and a concern— for decades. A 2002 study by the National Institute on Alcohol Abuse and Alcoholism linked alcohol to the deaths of at least 1,400 students annually, including in car accidents, and the assault of at least 600,000 others. At least four students died this past fall from binging, the most publicized of those incidents occurring at the University of Colorado at Boulder and the University of Oklahoma. Research results are conflicting, but anywhere from 22 to 44 percent of all students drink to excess.

8   With students drinking regularly in high school, freshmen with deeply ingrained drinking habits are arriving at campuses in record numbers, college officials say. Over time, many moderate their drinking. In fact, only 12% of people who drink become alcoholics. What worries health educators and researchers on alcohol abuse is the window on time when students engage in the heaviest drinking and the perilous behavior associated with it.

9   The most popular approach –prevention programs that lecture students about the effects of alcohol abuse—seems to be failing, researchers say. Given the diversity of colleges, experts agree there is no one-size-fits-all solution, and programs must be comprehensive and aimed at a campus´s specific student population. Experts cite Fairlield´s strategy as one of the most promising for at-risk drinkers. Three months after the program, all participants for the 2002-03 year reported less drinking, with more than 50% describing their reduction as considerable. In 2003-04, 25% of participants said they were drinking considerably less and 69% somewhat less.

10   At the University of Washington, Professor Marlatt has also documented positive results among graduates of his two-session program, which has been chosen as a national model by the Department of Health and Human Services. In his program, alcohol-abusing students meet one-on-one with counselors to assess their drinking patterns, family history and perceptions about drinking. The counselors also present students with information about their peers´ lesser drinking levels and options on how to change their behavior. "This is a big step for us," says Marck C. Reed, Fairlield´s dean of students, of the university´s decision to

start a program aimed at reducing student drinking rather than eliminating it. Some parents say underage students should forgo all alcohol, Mr. Reed says. But "the reality to go from all to nothing is pretty unrealistic."

11 Most students in the program have had at least one health-threatening encounter with drinking and are mandated to attend by the university (a handful of others were referred for marijuana use). Students with a diagnosis of alcoholism are referred for more intensive help off campus. A few students in the program referred themselves. "They´ve been dry-heaving at the health center until they´re bringing up blood –on the 21st birthday, they do 21 shots," says Lisa Arnold, the program´s facilitator and an alcohol and drug counselor. The program is not a "get out of jail" free card: participants who are on probation with the university can be expelled if caught drinking again.

12 Initially, many of the students are resistant, seeing the program as a version of the abstinence-based Alcoholics Anonymous. Adding to their resistance is the fact that so many of their friends drink, too, although clearly not all to such extremes. "The kids struggle most with the fact that they got in trouble but could point to 20 other kids on their floor who could be sitting in their chair," says Ms. Arnold, adding that her response is: "I understand, but let´s figure out why you´re sitting in this seat and they´re not."

13 During sessions, students learn to identify internal triggers for drinking like stress and depression. They figure out the effects of certain drinking buddies, happy hours and unstructured weekends, as well as learning practical information like the importance of hydration and how to drink safely. Students also keep drinking diaries. On Thursdays, they plan how much to drink on the weekend. "They drink more if they wing it," Ms. Arnold explains. The next session, they share their experiences, talking about the weekend and what their friends did. The biggest drinkers have a literally sobering effect. "Some of these kids get scared straight," says Deirdre Barrett, a psychologist and director of a similar program at the Addiction Institute of New York.

My Drinking Diary

Name: ███████

Week: November 15-21

	# of drinks	Type of drink	Place(s) consumed
Monday	*none*		
Tuesday	*2*	*Beers*	*townhouse (friend´s)*
	3	*shots – Vodka*	*dorm room*
Wednesday	*none*		
Thursday	*4*	*rum + coke*	*dorm room, bars*
	2?	*Beers*	
Friday	*6-7*	*Beers*	*beach, dorm room*
Saturday	*1*	*shot- blackberry brandy*	*dorm room*
	10	*Beers*	*beach*
Sunday	*none*		

GETTING HELP! *Students at Fairfield University with drinking problems are counseled by Lisa Arnold using a method called motivational interviewing in which students are prodded to examine their habit. Above, a student´s record of drinks.*

14   For many students, such programs are the first opportunity to reflect on their drinking. "Kids at this age are drinking a lot –they tolerate blackouts and fights," says Ms. Barrett, who works with students from Fordham, Columbia, Barnard, New York University and City College. "This is the first chance they´ve had to say maybe this isn´t so good," The Varsity baseball player at Fairfield had mixed feelings about the class at first. "I wasn´t embarrassed, but I felt like I should have been," he says. He also felt relieved. He began to look forward to his 90-minute sessions with Ms. Arnold and the nine or so other students. Students attend four to eight sessions, according to their need; a relapsing few have repeated the program.

15   She kind of helped you along to realize that things were suffering," the young athlete says, adding that he came to understand that it was impossible to compete on the baseball team, maintain good grades and drink heavily, even if only on weekends. He was also disappointing his parents, with whom he is close. "Your parents are paying money for what, to be burned?" he says. But it has been hard to resume a social life. "It made you realize you didn´t need to go out to get plastered to have a good time," he says. Now he works off campus on Friday and Saturday nights as a waiter and saves money for the future. He is eager to finish college, saying he feels "kind of isolated a little bit," and he keeps apart from friends who continue to binge. "I was one of the first to start," he says. "Now, I´m one of the first to stop."

Glossary

to go nuts: *to be crazy*
to escort: *to go somewhere with another person to guard him/her*
to ban: *to prohibit*
blackout: *to be unconscious after excessive drinking*
fine: *money you must pay after doing something incorrect or illegal (e.g. a traffic violation)*
peers: *classmates, co-workers or friends of the same age, occupation or social status*
assessment: *evaluation*
struggle: *to fight against something, to have problems or difficulty*

Activity 7. Integrating Reading and Speaking
Information-gap Speaking Task

HOW MUCH DO YOU REMEMBER?

B. *The following questions are all about the reading. Answer each set of questions using the information you have just read. Give as much information as possible. Take turns asking each other one question. You can use the useful expressions to complete the task.*

STUDENT A

1. How much alcohol did the college student drink a night at weekend parties?

2. What kind of problems did he have with university authorities?

3. What punishment did he receive for his last violation at Fairfield University?

4. What did the therapeutic program at Fairfield University consist of?

5. What is the importance of the method called ***motivational interviewing***?

6. Does this program make people really quit their drinking habit?

Activity adapted from Skills for Reading

Useful expressions: Developing Communication Strategies

I am sorry. Would you mind repeating the question / the answer?
I'm not following you. Can you say that once again?
Is my answer clear? Do you want me to say it again?
Sorry! Did you understand my question?
Excuse me. I don't know what you mean?

STUDENT B

1. According to the reading, is drinking part of college life in the U.S.?
2. What happens to college students after being caught drinking excessively?
3. Why do popular approaches to drinking seem to be failing? What's wrong?
4. What is the main difference between the therapeutic sessions and abstinence-based Alcoholics Anonymous?
5. What do students normally talk about during these sessions?
6. What is a drinking diary? Why is it important for this type of college students?
7. Finally, what happened to the college student who had drinking problems?

> ### *Useful expressions: Developing Communication Strategies*
>
> *I am sorry. Would you mind repeating the question / the answer?*
> *I'm not following you. Can you say that once again?*
> *Is my answer clear? Do you want me to say it again?*
> *Sorry! Did you understand my question?*
> *Excuse me. I don't know what you mean?*

C. Whole-class discussion. Be ready to share the answers to the questions with the class.

Activity 8
A. Language Focus: Compound Adjectives

Read this brief explanation:

> ### WHAT ARE COMPOUND ADJECTIVES?
>
> Read this example taken from the newspaper article:
>
> For having beer in his dormitory room on a **"<u>substance-free</u>"** floor in freshman year, he paid a $50 fine and lost his spot there. (paragraph 2)
>
> The underlined phrase is known as a compound adjective. This phrase qualifies nouns. This combination of words frequently appears in written texts such as newspaper articles, magazines or journals. Notice that a hyphen (-) is used to connect words.

B. Scanning
Read the following ideas. They define compound adjectives that appear in the reading. Scan the indicated paragraphs and find the phrase they refer to.

> **1.** a new therapeutic program at college that attempts to reduce alcohol consumption among students (paragraph 2)   _____
>
> **2.** a counseling program that takes eight sessions to be completed (paragraph 3)   _____
>
> **3.** traffic violations due to drunk driving (paragraph 6)   _____
>
> **4.** a given solution that solves a complex issue (paragraph 9)   _____

5. learners who drink too much alcohol (paragraph 10) _____

6. a harmful or dangerous experience for one´s health (paragraph 11) _____

7. a counseling program which is based on abstinence (paragraph 12) _____

Activity 9. Phonetic transcriptions

A. Transcribe these words and phrases using the International Phonetic Alphabet. Mark primary stress where necessary.

1. newfound freedom of college

_____

2. drank so much rum

_____

3. colleges ban alcohol

_____

4. substance-free dorm

_____

5. life-saving therapy

_____

6. one-size-fits-all solution

_____

B. Check your transcriptions with a classmate. Be ready to write any item on the board.

Activity 10. Homework

Read the newspaper article again. Pay attention to the glossary of terms. Then, write a short paragraph to react to the content of the reading.

4.   Evaluating Students' Oral Production: Two Sample Situations

The course Oral Communication I includes two oral exams. The first test covers the first topic which deals with environmental issues, and the second exam deals with addictions. On the day of the oral test, students are evaluated by two professors who are currently teaching this course. Students take the exam in pairs. They choose two slips of paper (student A and B) and read the content of a situation to make sure everything is clear. There are usually more than twenty pairs of situations and/or content questions to choose from. Once they know who will be student A or B, they start talking. Then, they are required to take another situation based on a different topic (e.g. smoking, drug abuse, Internet or video game addiction, etc.). If necessary, students may also take content questions. To evaluate the content of the sample lesson explained before, the instructors prepared two samples situations (see Tables 3 and 4).

Table 3
Sample Situation Based on the Newspaper Article

Student A:	You are the director of a school on campus who noticed that some of your students have a serious drinking problem. You are talking to an expert on alcohol abuse who is leading a new program based on moderation instead of abstinence. You want to pilot this program next semester in your university. Ask him or her questions about it.
Student B:	You are the coordinator of a new program that helps college students reduce their alcohol consumption. Answer the director's questions.

TABLE 3. Situation based on the reading text

Table 4
Sample Situation Based on the Documentary and the Lesson

Student A:	You are a journalist who needs to write a report on the effects of alcohol abuse on college students. You need to conduct an interview with an expert on this issue. Ask as many questions as possible.
Student B:	You are an expert on the effects on alcoholism on college student. Answer the journalist's questions.

TABLE 4. Situation based on the documentary and the sample lesson

According to the evaluation rubrics of this course, professors evaluate fluency & communicative skills, content & vocabulary, pronunciation, and structure.

5.   Recommendations to Create Similar CBI Materials

To create a CBI lesson as part of an English oral communication course, there are important suggestions to follow:

a. Sample lessons and other materials must reflect the objectives listed in the course syllabus.

b. Materials should always be up-dated.

c. Materials must include a language-focus section with consciousness-raising activities in context.

d. Oral exams should be implemented to evaluate subject matter.

e. Students must have the opportunity to practice the pronunciation of difficult terminology before being formally evaluated on it.

f. Feedback forms should be prepared based on language mistakes encountered in the oral exam.

g. Knowledge of the subject matter deserves a primary role in the evaluation rubric to make sure students study the content seen in class.

h. Topics must be motivating enough to promote participation among students.

i. Teachers should look for authentic materials with a challenging level of difficulty; these materials should not be altered or simplified.

j. Different language skills should be integrated to improve students' performance in different areas of language.

k. The layout of lessons must be appealing, clear, and organized. In addition, colleagues should be invited to proofread materials and suggest possible changes.

l. Students should be given a set of useful language to develop communication strategies.   By doing so, the target language will be used at all times.

m. Interaction is a desired objective to promote cooperative learning.

n. For students to expand on productive vocabulary, they should recycle key words in subsequent lessons; this can be consolidated in future writing activities.

o. Learners are always welcome to provide additional samples of authentic materials so that these will be part of future course packets.

p. Teachers must assess the effectiveness of course materials in order to make changes. They can do so with surveys, questionnaires, or short interviews. Communication among colleagues is essential.

q. If possible, instructors can enrich their classes by inviting a guest speaker to give a talk in the target language on one of the topics studied in a content-based course. Besides, students will also benefit from note taking.

r. The use of a computer laboratory can make students investigate more on a given topic and report on their findings.

s. Native speakers of English can help teachers record some of the texts. Since the School of Modern Languages recently bought some digital recorders, teachers can easily e-mail the MP3 recordings so that students can listen to them at home.

t. It will be interesting to incorporate the writing skill in this lesson so that students write an academic essay or a reaction paper on this topic.

A difficulty of preparing this type of oral courses is the selection of topics. Before administering exams, instructors must coordinate the content that will be evaluated in the oral exams; professors are responsible for preparing the same situations and content questions that are used in every group. There must be consensus on the articles, vocabulary, lectures and movies that should receive more emphasis; if possible, learners should carry out some

practice before being evaluated. Finally, although instructors can rely on commercial textbooks and handouts, they should also make an effort to produce their own materials.

6. Impact of CBI Courses on Students

Teaching content-based courses has a clear impact on students who take academic courses. These courses provide students with an excellent opportunity to learn and comment on current issues that will help them raise awareness on their impact on the community, our country and the world. The relevance of updated topics is not limited by using a given textbook. Obviously, English teachers will have a chance to talk about more serious and academic issues which cannot be found in general English textbooks and workbooks. These courses are more flexible than textbook-based programs because instructors can make changes since materials are easily adapted, improved or even replaced with other materials. Topics and materials must reflect academic issues. If instructors prepare appealing and creative materials based on authentic texts, their lessons will be more motivating, challenging, interesting and meaningful.

7. Suggestions for further research

The sample lesson presented in this paper can be easily modified to create other materials according to learners' linguistic needs, wants, and lacks. The most significant suggestion is to implement a similar sample lesson and obtain cooperation with instructors of other groups in order to analyze the results and feedback from students. Several professors can find a correlation to prove the effectiveness of their sample lessons and other materials with the different groups of students using the same assessment instruments. There are additional assessment activities that can be prepared such as compositions, blogs, and debates; academic writing may also be part of content-based courses. In addition, since instructors are required to record the oral exams, instructors may compare and contrast the level of proficiency of different groups. In relation to the appropriateness of course themes, it will be interesting to carry out a research project to analyze the perception of students in regard to the current issues that must be covered throughout the English major; as a result, possible changes can be made in the second and third year oral courses.

8. Conclusion

To sum up, teaching content-based oral courses requires creativity and collaboration among colleagues; this is particularly important when the course program does not include a specific textbook. However, this must be seen as a challenge instead of an obstacle. By working cooperatively, professors can easily come up with a wider variety of resources in which all language skills are integrated. Teaching content-based courses is a difficult task. English instructors are not necessarily experts on the specific subject matter; therefore, they should study and do further research to learn more about content and answer students' questions. If the correct pedagogical principles are implemented, instructors as well as learners will definitely benefit and learn cooperatively from content-based courses and its academic topics.

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APPENDIX A:

ANSWER KEY: LISTENING COMPREHENSION TASK

1. Introduction
Research shows that young people drink more than older people. Men drink more than women; a higher proportion of Catholics drink more than *Jews*, and rich people drink *different types of alcoholic beverages* than the poor.
2. Alcohol in the bloodstream
The amount of alcohol in the blood is typically referred to as the Blood Alcohol Concentration or BAC. It is defined as the proportional *weight of alcohol per 100 volumes of blood*.
Drinking quickly results in sudden and high BAC. Slower or spaced drinking gives the body a chance to *burn up the alcohol already in the system before more is introduced.*
3. Sovering up and the hangover
So called remedies for sovering up such as black coffee or cold shower do not work because *They cannot make the liver metabolized the alcohol any faster*.
4. Alcohol as a social lubricant
Alcohol is known as a "social lubricant" because it reduces *tension or anxiety*.
5. Alcohol and aggression
Aggression is one of the social consequences frequently associated with alcohol consumption. Alcohol abuse can lead to *hostility* or violence.
6. Estimating alcohol consumption
The average age in which a child first has a drink is now *twelve* years old.

APPENDIX B

ANSWER KEY: COMPOUND ADJECTIVES

1. a new therapeutic program at college that attempts to reduce alcohol consumption among students (paragraph 2)	*university's fledgling drinking-reduction program*
2. a counseling program that takes eight sessions to be completed (paragraph 3)	*eight-session therapeutic program*
3. traffic violations due to drunk driving (paragraph 6)	*drinking-related traffic violations*
4. a given solution that solves a complex issue (paragraph 9)	*one-size-fits-all solution*
5. learners who drink too much alcohol (paragraph 10)	*alcohol-abusing students*
6. a harmful or dangerous experience for one´s health (paragraph 11)	*health-threatening encounter*
7. a counseling program which is based on abstinence (paragraph 12)	*abstinence-based Alcoholics Anonymous*