



**Content Area Learning Strategies:
Creating and Analysing Sample-Content-Based Syllabus**

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Abstract

The decline in reading habits among young learners may become more noticeable over time. For teachers, it is often challenging to maintain students' motivation during reading activities, as many learners commonly struggle with attention and focus. Speaking skills also play a crucial role in the language learning process. However, many language learners experience anxiety when trying to understand the main idea of reading or speaking materials, or feel overwhelmed when completing tasks such as fill-in-the-blank exercises during reading sessions. This research article aims to explore the cognitive processes of foreign language learners and the barriers they face during reading and speaking activities. Rather than simply identifying general strategies, the study will investigate how Content-Based Language Teaching (CBLT) strategies can be effectively integrated into classroom lessons. Moreover, the study will attempt to examine the relationship between learners' prior knowledge and their performance in reading activities. From a theoretical perspective, the research seeks to contribute to the literature by addressing a notable gap in the field related to effective content-based syllabus design.

Keywords

Content teaching

Focusing Learning

Analyzing Syllabus

Syllabus

**İçerik Alanı Temelli Öğrenme Stratejileri:
İçerik temelli Ders Programının Oluşturulması ve Analizi**

Özet

Genç öğrenciler arasında okuma alışkanlığının zamanla azalması dikkat çekici bir hale gelebilir. Öğretmenler için, okuma etkinlikleri sırasında öğrencilerin motivasyonunu sürekli yüksek tutmak çoğu zaman zorlayıcıdır; çünkü birçok öğrenci dikkat ve odaklanma sorunları yaşamaktadır. Konuşma becerileri, dil öğrenme sürecinde son derece önemli bir yere sahiptir. Ancak, birçok dil öğrencisi, okuma ya da konuşma materyallerinin ana fikrini anlamakta zorlanmakta veya boşluk doldurma gibi alıştırmaları tamamlarken kaygı yaşamaktadır. Bu araştırma makalesi, yabancı dil öğrencilerinin bilişsel süreçlerini ve okuma ile konuşma etkinlikleri sırasında karşılaştıkları engelleri incelemeyi amaçlamaktadır. Bu çalışmada yalnızca genel stratejileri belirlemek yerine, İçerik Temelli Dil Öğretimi (CBLT) stratejilerinin derslere nasıl etkili bir şekilde entegre edilebileceği araştırılacaktır. Ayrıca, bu çalışma, öğrencilerin ön bilgileri ile okuma başarıları arasındaki ilişkiyi incelemeyi hedeflemektedir. Kuramsal bir bakış açısıyla ele alınan bu araştırma, etkili içerik temelli müfredat tasarımı konusunda literatürdeki önemli bir boşluğu doldurmayı amaçlamaktadır.

Anahtar Kelimeler

İçerik öğretimi

Öğrenmeye Odaklanma

Program analizi

Ders programı

**Article Info
Makale Bilgisi**

Received / Geliş Tarihi

10.06.2025

Reviewed / Kabul Tarihi

25.08.2025

Published / Yayın Tarihi

30.09.2025

Doi Number / Doi Numarası

10.29228/ijlet.1716431

**Reference
Kaynakça**

Yağcı, E., (2025). Content area learning strategies: creating and analysing sample-content-based syllabus. *International Journal of Languages' Education and Teaching*, 13(3), 392-411.

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Introduction

Content Area Learning and Teaching English Language to Young Learners

Lecturers strive to maintain young learners' attention while they work on learning languages. Elucidation of how to extend the duration of attention span of young learners during English language lessons in foreign language classrooms is a controversial issue for foreign language teachers. Since the techniques and contents used by lecturers can enhance young learners' ability to stay focused, the proper lesson contents and language patterns should be packed into the language lesson by teachers. For instance, when lecturers present some cultural patterns in the language clubs, teachers' well-intentioned efforts may cause havoc and confusion in some students' minds because of cross-cultural issues. On the other hand, such cultural content may enhance the other learners' attention to learn the target language with the help of their cultural transmission. "In fact, by using different Content Area Language Learning (CLIL) has been described as a pedagogical approach that focuses on two goals: learning the academic subject content and learning the FL, which represents the medium of instruction for the content" (Coyle et al., 2010). The kinds of methods or content chosen by teachers can greatly influence learners' language learning motivation. Unfortunately, no universally agreed-upon methodology defines the effective content for teaching the English language or foreign languages, as each language learners have unique kinds of interests and needs. By considering this situation, foreign language teachers should be resolved to create exact topics to restore learners' attention. In this manner, lecturers must also possess the skill to design meaningful and engaging content that sustains their learners' interest.

More or less, the content which was decided by the foreign language teacher may affect students' knack for paying attention to the lesson topic. An engaging content theme may also have an important role in getting lexicological knowledge of the target language or grammatical patterns of the foreign language. "Although most children are born with the right structures, there can be a gap between the learners' level of language grammar knowledge and the students' level of listening comprehension ability" (Hulit et al., 2010). Bridging this gap can be longer or shorter, because it depends heavily on the learners' attention level and engagement. Therefore, the choice of the lesson topic is crucial in captivating young learners' attention during the language training process. When the learners attempt to develop target language skills within the context which they are familiar with, they are more likely to improve their self-awareness and self-management skills during the lessons. Both of these abilities are essential for language learners and educators during the process of producing oral or written texts.

Content area learning strategies can organise diverse ideas about foreign language instruction, including in ESL (English as a Second Language) classrooms and EFL (English as a Foreign Language) classrooms. Tudors in the classroom have a wide range of options when selecting content for the lesson. Content area learning plugs away, designing kinds of lesson topics with its own teaching techniques. Designing lesson content is often a demanding task for lecturers. If the content is chosen appropriately for young learners' age and interests, the stress level of language learners can be alleviated while they are endeavouring to understand written text. For instance, using content related to popular computer games among teenagers can successfully capture the attention of most students during a reading activity chosen by the language teachers.

The advantages of creating a content area learning atmosphere in the language classroom are the policy of packing all learners' attention into the same language pattern in the period of reading, listening or speaking activities. With the subject which students are acquainted with, learners can show empathy for others who don't know the topic of the lesson. The popularity level of the lesson topic can be an advantage for the lecturer, even if some classroom members don't know anything about it. Since the

students who are filled with knowledge about the lesson topic can be reluctant to elucidate their prior knowledge to other classroom members who aren't familiar with the topic, productive lesson activities, such as giving a speech in front of the classroom, may start haphazardly. In this way, content area learning can enhance peripheral learning of the students in the manner of strategic competence during the speaking activities.

Listening, speaking, reading and writing skills are equally packed into content-based learning. The content helps the students restore prior knowledge with the help of oral and written texts. Since all the receptive and productive skills' allocations are equal in the content-based learning strategies, all of the abilities can develop in the foreign language lessons, which are designed with content-based strategies. The learners must do away from focusing on one kind of skill, such as only studying listening activities or only focusing on reading activities. In this manner, content-based learning strategies encourage young pupils in the skills which Students feel themselves stressful. To get all the advantages of content area learning, content area literacy is arduous work for lecturers. The lecturer also should be acquainted with a lot of kinds of content to decide a subtle topic according to young learners' hobbies, ages and interests. When all of these concerns are packed together, students' schema can be identified.

Hoping that well-organised students' schema, during the language lessons, can be mundane work for educators. Since young learners' interests may naively fluctuate or increase year by year, day by day, sometimes, there is an erratic schema about their own concerns in their minds. This situation can make a mess of designing a proper theme for the English lesson according to learners' concerns. In this manner, the lecturer should choose content which can comply with the aim of promoting learners' critical thinking skills. If the lecturer can be effective in improving learners' ability to think critically, most of the productive skills could also be developed. For example, when the educator plugs away for promoting students' receptive skills by reading a passage, he or she enhances activating pupils' critical thinking skills such as predicting, questioning, etc. "Reciprocal teaching in which students read chunks of a given text and then take turns with various comprehension strategies such as predicting, questioning, and clarifying. Being endeavouring to create a reciprocal teaching atmosphere in the classrooms, it can be useful for developing students' productive skills too" (Wexler, 2019). When teachers make their learners read texts which are in line with their own interests, they may wear their learners down to start speaking activities like clarifying some sentences, summarising the main idea of the text or predicting the final of an unfinished reading text.

Identifying lesson content filled with students' concerns not only helps develop learners' productive skills but also helps improve English Language Learners' critical thinking strategies. "The ability to think critically — like the ability to understand what you read — can't be taught directly and in the abstract. It's inextricably linked to how much knowledge you have about the situation at hand" (Wexler, 2019). The learners' knowledge gap, which is in their schema and is strongly hinders the havoc of limitations while they are building new knowledge via critical thinking strategies. Building new knowledge is strongly linked to pupils' prior knowledge. The familiar content which was chosen according to content area learning strategies may support children in discovering their previous schemas. As the time the children are forced to elicit the meaning of new lexicological items within the familiar paragraph, they can improve their critical thinking abilities. Also, choosing a proper content theme that fills in with students' interests, ages, language levels, culture, etc., alleviates the time that students spend on the elicitation skill while they are reading a text on the target language in the language classrooms. To improve content-based learning in the language classrooms, some suggestions will be mentioned in this study.

Methodology

Research Design

This study adopts a qualitative review-based research design to explore the role and effectiveness of content-based language teaching strategies in improving young learners' receptive and productive language skills. The primary aim is to analyse how content area learning can enhance learners' motivation, reading comprehension, and speaking fluency in EFL (English as a Foreign Language) classrooms.

A retrospective document analysis method was employed to synthesise findings from relevant studies, theoretical frameworks, and classroom practices. Review-based research, as defined by Karasar (2014), seeks to identify relationships and trends by examining existing literature, and is particularly suitable when investigating educational methods like CBLT that involve diverse classroom variables.

Significance of the Study for the Literature

This study contributes to the growing body of literature on Content-Based Language Teaching (CBLT) by offering a synthesised and updated review of its implementation in young learners' EFL classrooms. While numerous studies have explored CBLT in higher education and adult learning contexts, there remains a relative gap in understanding how these strategies function in primary and secondary education settings, particularly for beginner to intermediate learners.

By focusing on receptive (listening and reading) and productive (speaking and writing) language skills, this research provides valuable insights into how content integration can support holistic language development. The study also emphasises the role of motivation, cognitive load, and learners' prior knowledge—factors that are often underrepresented in mainstream discussions of CBLT.

Furthermore, this review highlights effective instructional techniques, recurring challenges, and practical recommendations for educators and curriculum designers. In doing so, it helps bridge the gap between theory and practice, offering a comprehensive perspective on how content area learning can be effectively aligned with language learning objectives.

Ultimately, this study enriches the academic conversation surrounding CBLT by underscoring its relevance, versatility, and applicability across diverse educational contexts. It encourages further empirical investigations and contributes to the formulation of more learner-centred, interdisciplinary approaches to language education.

Participants and Setting

Although this is a review study, the implications and recommendations are tailored for primary and secondary level English language learners, particularly those at beginner to intermediate proficiency levels. The findings are intended to apply to EFL classrooms where English is taught as a foreign language, especially in contexts that integrate content from other disciplines (e.g., science, geography, or environmental studies).

Data Collection and Analysis

The study draws on a wide range of academic sources, including empirical research articles, theoretical publications, sample syllabi, and instructional frameworks related to CBLT. These sources were analysed to identify recurring pedagogical patterns, challenges, and successful implementation techniques. Particular attention was given to:

- The relationship between content familiarity and language acquisition
- The integration of four language skills (listening, speaking, reading, writing)
- Learners' cognitive load and motivation during content-based activities

Research Questions

This study was guided by the following research questions:

1. What is the relationship between Content-Based Language Teaching and language learning success?
2. Which instructional techniques are most effective when implementing CBLT in young learner classrooms?
3. What challenges do teachers face in designing and executing content-based lessons?
4. How does learners' prior knowledge influence their reading comprehension and speaking performance?
5. What role does content literacy play in developing critical thinking and communicative competence?

Assumptions

This study assumes that the reviewed literature, sample syllabus, and instructional models accurately reflect the principles and practices of Content-Based Language Teaching (CBLT) in EFL classrooms. It also assumes that the findings derived from previous studies are transferable to young learners at beginner to intermediate language proficiency levels. Another assumption is that content-area topics such as environmental issues are engaging and cognitively appropriate for young learners, contributing positively to language development.

Limitations

As a review-based study, this research is limited by the scope and availability of existing literature. It does not include empirical data from actual classroom observations or experimental settings, which may limit the generalizability of its conclusions. The study also focuses primarily on EFL contexts in general, without delving into country-specific or culturally unique teaching environments. Furthermore, while the study analyses pedagogical strategies, it does not measure student learning outcomes directly, which restricts its ability to make causal claims about the effectiveness of CBLT.

Findings

Creating a Sample Content-Based Syllabus

To improve learners' attention to the language lesson with the help of the lesson content, a meticulous study should be done by the language teacher. A syllabus design is the main tool for the language lecturers to organise their ideas and strategies about the lesson topic. Teaching with a content-based syllabus can enhance planning their lesson time to teach the lesson topic appropriately. In this part of the article, a sample content-based syllabus will be shown. After a sample syllabus is seen, this sample Schedule will be analysed in detail to find the effective ways to build a proper content-based syllabus.

Strategies to Build Up a Sample Content-Based Syllabus

When a teacher starts to build up a sample syllabus design, describing the audience for which the content will be placed is the most important part for the teacher. The entrance of the syllabus should include a part about learners and learners. For example, the language level of the students, the duration of the classroom lesson, and the target language level of the learners should be mentioned by the language lecturer.

Chart 1. *Introduction part of the content-based syllabus*

Course Title	Global Environmental Issues
Course Audience	Intermediate ESL/CLIL Course
Course Duration	12 Weeks / 3 Hours/Week
Target Audience	Intermediate ESL Learners with an interest in environmental issues
Course Goal	To develop students' language proficiency while increasing their understanding of key environmental issues

Course Outline By Theme / Content

While designing a content-based syllabus, integrating the target language and content is critical for teaching the lesson topic. The theme of the lesson must be logical and progressive for effective language teaching. The content-based syllabus of the English lesson must cover the four language skills of learners. The technological gadgets should be mentioned in the syllabus below.

Chart 2. *Course outline by theme*

Week	Unit/Theme	Content Focus	Language Objectives	Activities / Assessment
1	Introduction to Environment	What is the environment? Components of ecosystems.	Vocabulary: environment, ecosystem, biodiversity, present simple	Class discussion, vocabulary matching
2	Climate Change Basics	Causes of climate change, greenhouse gases	Reading Comprehension, expressing cause and effect	Reading article + group presentation
3	Global Warming	Impacts on weather, sea levels, polar ice caps	Comparatives / Superlatives, expressing consequences	Debate: Global Warming Facts
4	Pollution	Types of pollution: air, water, noise, soil	Modal verbs for obligation (must, should)	Poster Project on pollution types.
5	Deforestation	Causes and effects; regions affected	Describing processes, passive voice	Listening: documentary+ quiz

6	Renewable Energy	Solar, wind, hydro, geothermal energy	Future tenses, sequencing ideas.	Design a renewable city project.
7	Sustainable Living	Reducing carbon footprint, eco-friendly habits	Imperatives, vocabulary sustainability, conservation	Personal sustainability plan
8	Water Scarcity	Global water crisis, water use in agriculture	Expressing quantity(much/many/little/few) question formation	Reading + group solution brainstorming
9	Waste Management	Recycling, composting, landfills	Present perfect, describing ongoing issues	Field trip report
10	Environmental Policies	Kyoto Protocol, Paris Agreement, local policies	Reported speech, formal writing	Group report on a country's policies
11	Climate Activism	Greta Thunberg, Youth movements, NGOs	Persuasive language, conditional sentences.	Writing a speech
12	Review and Final Presentation	Synthesis of all content themes	Presentation skills, review grammar points	Final Presentation

Assessment Table Of Contents Based Syllabus

Table 3 presents the assessment components and their respective weightings in the content-based syllabus. The evaluation framework is designed to holistically measure students' engagement, understanding, and application of the course material. The learners participation accounts for 15% of the total grade, emphasising the importance of active involvement and interaction during lessons. Homework assignments carry a 20% weight, reflecting students' continuous effort and reinforcement of learning outside the classroom.

The mid-term project, also weighted at 20%, provides an opportunity for students to engage in more in-depth exploration and application of content knowledge through practical tasks. The final presentation, constituting the largest portion at 25%, assesses students' ability to synthesise and effectively communicate their understanding of the course content. Lastly, quizzes and tests collectively make up 20% of the assessment, offering regular checkpoints for evaluating comprehension and retention of key concepts.

This diversified assessment strategy aims to balance formative and summative evaluations, catering to different learning styles and ensuring a comprehensive appraisal of student performance throughout the course.

Chart 3. *Assessment table of contents-based syllabus*

Assessment Breakdown	
Class Participation	%15
Homework Assignments	%20
Mid-Term Project	%20
Final Presentation	%25
Quizzes /Tests	%20

Discussion

This study confirms that Content-Based Language Teaching (CBLT) effectively enhances young learners' language skills by combining thematic content with language instruction. A sample syllabus on environmental issues illustrates how integrating real-world topics supports vocabulary development, reading comprehension, and speaking fluency while motivating learners through meaningful, engaging content.

The syllabus also features a balanced assessment approach, including participation, homework, and project-based evaluations, catering to various learner strengths. While implementing CBLT presents challenges such as aligning content with language goals, these can be addressed through thoughtful planning and teacher training in interdisciplinary methods. Also, the syllabus which has been given as a sample in the previous part, will be analysed in detail to find key strategies that can enhance the effectiveness of a content-based syllabus in supporting both language development and content learning.

Analysing Sample Content-Based Syllabus

Analysing syllabus design and content is important for several aspects. The first aspect of analysing a syllabus is alignment with learning goals. For example, language and content objectives should be covered in a well-designed syllabus. Alignment with learning goals will be analysed in chart four.

Chart 4. *Overall Evaluation of Content-Based Syllabus*

Aspect	Evaluation
Pedagogical Soundness	Strong – Integrates language and content effectively.
Thematic Coherence	Logical and progressive.
Engagement	High – Real-world, project-based activities.
Skill Integration	Covers all four skills (reading, writing, speaking, listening).
Suggestions	Include tech tools, rubrics, and more intercultural/global perspectives.

Assessment is a key component of a well-organised content-based syllabus. It plays a crucial role in identifying the linguistic complexity of the content. In other words, designing a valid and reliable assessment that reflects both language proficiency and content knowledge is the key part of the syllabus. In a successful syllabus, a teacher should have a chance to evaluate that the language used is accessible for learners' language levels.

Chart 5. Assessment and Activities Review

Strengths	Suggestions
Creative projects (e.g., poster, renewable city) enhance engagement	Add rubrics or guidelines to help learners understand how they're assessed.
Presentations and debates promote speaking and critical thinking	It could also include peer assessment to build learner autonomy.
Real-world tasks (e.g., letter writing) offer authenticity	Consider integrating digital tools (e.g., Padlet, Canva, blogs) for projects.

A well-organised content-based syllabus should allow educators to verify whether the content helps develop students' language skills while meeting subject-area goals or not. Also, a content-based syllabus should promote integrated skills. In chart 6, students' language development will be analysed according to Bloom's Taxonomy and CEFR compatibility.

Chart 6. Cognitive and Language Development Alignment

Bloom's Taxonomy:

Moves from remembering and understanding (weeks 1–3) to analysing, evaluating, and creating (weeks 9–12).

CEFR Compatibility:

The language objectives seem appropriate for B1–B2 (intermediate) learners based on grammar and discourse types.

Once the analysis of a content-based syllabus is finished, a critical question arises: How can a content-based syllabus be made more effective in language classrooms? To address this question, the following section outlines key strategies that can enhance the effectiveness of a content-based syllabus in supporting both language development and content learning.

Generating Language Lessons According to Content-Based Learning Strategies

As young learners, students need to build a store of knowledge in different kinds of content. In other words, getting information on history, culture, environmental science, economics, geography, music, and daily news is crucial for young learners. This means that the lecturer should pack most of the content into the lesson to store each learner's knowledge. That means content literacy is important throughout the day in the language classroom.

As much as building a store of new knowledge, prior knowledge is crucial to get the meaning of the lesson content. The lecturers should do away with long writing exercises about the chosen content. The content is chosen to motivate the young learners in language learning, not only for teaching subtle grammatical patterns, but also for improving their productive skills. To achieve fundamental language learning goals, the content should be utilised to support foreign learning objectives and reduce students' language learning anxiety. Most of the time, the language teachers endeavour to choose lesson content which is filled with young learners' store of knowledge and students' concerns. More or less, there will be students in the language classroom who are not interested in the content which is taught by the educator of the target language classroom. This situation may make students more stressed during the

English language lesson. To avoid making students stressed who are not acquainted with the lesson topic, the teaching strategies of the lecturer should be generated according to content-based learning basics. To succeed this generation, some steps should be followed by the English Language Teachers.

Classroom Libraries

For influencing students in a positive way with the lesson content, which is designed by the teacher, a wide range of students should be acquainted with this new lesson topic. Each student is made up of individual components or sub-skills. The classroom members who are not familiar with the new content should be provided with pre-information about this different lesson topic. As consisting of content-based learning and pre information about the theme, a wide range of classroom members may be interested in the lesson topic and learning a new language. Classroom libraries can be a useful choice for inspiring classroom members' minds during the pre-information process. After identifying the lesson topic, the classroom language teacher should be sure about the range of the reading materials about the new lesson content which are located in the classroom libraries. Reading storage of the classroom should include different types of reading materials about the lesson theme. The materials can be chosen as magazines, newspapers, books, articles, or lesson posters. The variety of materials about the theme can enhance influence on pupils, young learners or very young language learners. With the help of classroom materials, classroom members can fill their information gaps about the lesson theme.

With the help of classroom libraries, the language teacher can provide reading materials to prepare young learners for the lesson theme. This includes students' prior knowledge as well as the new content knowledge they acquire from the classroom libraries, which is essential for content-based learning strategies. "Content-Based Strategy sees language as a communication tool for learning language and content at the same time" (Lightbown et al, 2006, p. 98). According to this learning method, language and content cannot be taught separately; they should be learned together. To learn language and content together, classroom libraries can build basic content knowledge in students' minds.

With the help of classroom libraries, language teachers can bring up new content to the students even if they are not acquainted with the content. Also, the instructor should keep the library in the loop to catch breaking news about the content. In addition to this, the teacher can organise text sets at the top of the library shelves, too, because the texts which were written by their own teacher can alleviate the stress levels of the learners. These kinds of materials about the curriculum can enlarge the variety of written materials in the library. The variety of written materials can increase students' attention.

In short, students in the classroom may not acquire sufficient knowledge of the topic, and the teacher should not shift the responsibility to the students. The lecturer should build a store of knowledge via classroom libraries. In this way, the young learners can be inspired by the curriculum even if they have gone beyond the lesson topic.

Content Literacy

In the language classrooms, the knack of handling content-laden text is becoming increasingly important year by year. For this reason, during the content area learning process, the language teacher should bring up to the students the ways of developing their own content literacy. "Content area literacy focuses on the listening, speaking, reading, and writing skills and thinking processes that help students learn from subject matter-specific texts. Evidence-based strategies -such as pre-reading, activating prior knowledge, questioning, concept mapping, making inferences, re-reading and summarising- are often used in teaching English Language Arts and can also be applied effectively across the content areas" (McKnight, 2025). Content literacy has a crucial role in developing four of the main language skills.

The content literacy of students is also important for understanding the content area learning strategies. To develop classroom members' content literacy via content-based learning, instructional approach of the educator is arduous work, indeed. Following our suggestions for making instructional decisions for the development of literacy via content. These ideas reflect principles believed to be effective with language diverse children, such as integrated language and content instruction" (Snow et al, 1988). The language instructor should decide whether a content-laden text or an easy text will be handed out in the classroom. To facilitate reading activity without any problem, the English language teacher should organise the language level of the authentic reading passages which are used in the classroom. Since the level of the reading text can affect students' comprehension of the text skills, the determination of the reading text's language level is also significant for acquiring content literacy. "In the elementary grades, making sure that kids are reading about geography, economics, history, culture, biography, environmental science, life science, physical science, music, art, and current events is really important. Building kids' stores of knowledge in those areas and giving them practice dealing with that kind of language and content of the lesson is imperative" (Shanahan, 2025, p.45). The author says the importance of language level. In addition to the language level of the reading text, the content diversity of the chosen reading materials is important, too. The language teacher should give reading materials that consist most of cultural content to build a store of knowledge.

Alleviation of content literacy can be inevitable, if the language teachers don't provide supplemental texts to meet the needs of the learners during the English Language learning process. As much as providing supplemental texts, the age of the students who read these materials is critical. According to much research, the more language learners take up learning foreign languages earlier, the more the learning target language level increases. Unfortunately, socioeconomic and cultural situations can run into the age of starting language learning (Nunnery et al, 1998). Since each student starts learning a language at a different age, learners' cognitive diversity is inevitable. Despite of cognitive diversity of the classroom members, the reading materials should inspire all levels of the learners to enhance reading comprehension. As Snow (1989) said, each student should have a chance to learn both content and language at the same time during the lesson, and all language levels of the learners should study skills across content areas of the lesson.

Effective Content Area Learning Strategies

Content area learning methods are being used to teach to classroom members how to read and write in the target language. During the classroom practices which tend to improve the receptive and productive skills of foreign language learners, teacher instructions play a critical role. The clear instruction of the teacher depends on the language instructor's strategic competence to present the lesson topic. Presentation of the lesson content is significant to keep young learners in the loop about the content. In other words, people born with the biological competence to read, the teacher has a key role to refresh this competence with the help of the content.

In content-based learning lessons, the lesson teacher starts the lesson with predetermined grammatical patterns or another language focus. Instead, they can give importance to linguistic content. For this reason, the teacher of the language needs to integrate teaching of the language with the elicitation of the content. "In this approach, rather than learning to use English, students use English to learn it." (Howatt, 1984). With the eye of Howatt, each language lesson activity should cover the aim of developing the other language skills. For instance, reading text should inspire students to process predetermined communicative activities which have been designed by the language lesson teacher.

The reading proficiency level of students has been declined in the schools for many years. The Reading program was designed and implemented to combat this trend. Many implementation challenges resulted in wide variations in the effectiveness of the program from district to district. However, in schools and districts where implementation issues were resolved and the program was put into practice with fidelity to its research-based principles, it did lead to notable improvements in student proficiency" (Foorman, 2010, p.68). The knack of reading among young learners is improving day by day. It is really arduous work for a teacher to keep learners' motivation on track during the reading exercises, because the learners have common focusing problems.

So many kinds of subjects can be integrated into English language lessons. For example, in the history lesson, the history teacher can mention historical places. On the same day, the English language teacher can teach the names of historical buildings in English. This kind of cross-curricular study makes students refresh their minds from lesson to lesson. As an example, Students can be given a sample paragraph about Australia in a geography lesson, or in a language lesson, the language teacher can show students the accent of English. With the help of these simultaneous studies among different kinds of lessons, lecturers can build content for their students. Learners can focus on lessons via content-based learning strategies.

Content-Based Teaching and Language Learning

A content-based learning model, so many scientific, cultural or subject matters can be the content of the English language learning lesson. Since the content-based learning model convenes the language learning process with the lesson subject, this method (Content-Based Language Teaching) can be used in cross cross-curricular syllabus. This feature of the content teaching model enhances building many kinds of school lessons with the aim of teaching language. Content-based learning can be a way of integrating so many school lessons into language learning. Also, elucidation of teaching steps for practising content-based teaching in a language classroom is not possible, because each lecturer has their own strategies or instructions to implement their classroom management rules. Even though every teacher has their own way to facilitate content-based learning activities, the implementation of lesson matter content can be negotiated with the eye of the content-based learning model.

Building a bridge between new content and previous knowledge is the main aim of content-based learning. Perceiving new content can be faster with familiar content from previous knowledge. While the teacher is deciding to keep new content in the loop during the lesson, the teacher should be sure that he or she brings up new subjects related to the previous one. The language teacher can observe the students' enthusiasm to answer, whether they are enthusiastic to explain their answers or not.

The teacher can help students make a sentence about the content. While the learners are thinking about the subject to build a sentence, the brainstorming for building linguistic content can also start. A language instructor may scaffold linguistic content for learners. As soon as brainstorming starts, the language learning process takes up simultaneously. In this way, the language teacher has a chance to bring up language patterns with indirect methods. Scaffolding strategies can be chosen to keep learners' attention in the loop while they are being learned the content of the language lesson. Since the learners fuss over to the daily lesson content during the English language lesson, they can acquire English grammar patterns inherently.

Conclusion

This study aimed to examine the implementation and pedagogical benefits of Content-Based Language Teaching (CBLT) in young learners' EFL classrooms through a review-based analysis. The findings reveal several key dimensions for effectively designing and applying content-based syllabi to enhance both receptive and productive language skills.

Effectiveness of Content-Based Syllabus Design

The data indicate that a well-structured syllabus plays a central role in guiding instructors through the lesson content while simultaneously supporting language acquisition. The creation of a sample content-based syllabus (as detailed in Charts 1 and 2) highlights the importance of clearly identifying the target audience, course goals, and integrating thematic content with appropriate language objectives. Teachers who consider learners' language proficiency, motivation, and content familiarity are more likely to succeed in implementing effective content-driven lessons.

The syllabus, designed around the theme of 'Global Environmental Issues', illustrates how environmental topics can be leveraged to promote vocabulary acquisition, reading comprehension, speaking fluency, and writing practice. The inclusion of real-world issues also fosters critical thinking and learner engagement, aligning well with modern CLIL and CBLT approaches.

Integrating Four Language Skills through Thematic Content

One of the most significant findings from the syllabus design is the structured integration of the four core language skills. Each weekly unit contains carefully selected activities that address speaking, reading, writing, and listening in meaningful contexts. For example, debating on global warming issues, designing eco-friendly projects, and conducting group presentations enable learners to practice communicative competence while interacting with authentic content.

This integration not only boosts learner motivation but also helps reduce language learning anxiety, particularly for young learners who might otherwise disengage from traditional grammar-based instruction.

Assessment Aligned with Learning Objectives

The assessment table (Chart 3) demonstrates a diversified evaluation strategy aimed at providing formative and summative feedback. By allocating weight across class participation, homework, mid-term projects, and final presentations, the syllabus ensures that students are assessed holistically. This structure allows learners with varying strengths—oral, written, or collaborative—to showcase their understanding.

Moreover, project-based assessments such as speech writing or group reports help students consolidate their content knowledge while enhancing public speaking and formal writing abilities. This supports the argument that assessments in CBLT should move beyond standard testing formats and emphasise application and reflection.

Challenges and Implications for Teachers

Despite the benefits, teachers face several challenges when implementing CBLT, including selecting appropriate content, aligning it with language goals, and managing cognitive loading. The syllabus designing suggests that these challenges can be succeeded through careful planning, consistent scaffolding, and the usage of visual and technological aids. Additionally, teachers must remain attentive to learners' prior knowledge to ensure accessibility and relevance of materials. Professional development

opportunities focusing on interdisciplinary teaching methods may help instructors become more confident in delivering CBLT lessons effectively.

The theme of the lesson can be chosen from different subjects. "Theme-based instruction refers to language teaching in which the content centres on themes drawn from one academic subject (e.g., science) or from across the curriculum environment, nutrition, the family, etc.-" (Stoller and Grabe, 1997). The more diverse of content students can see, the more ideas they can express in different content areas. Applied to this content diversity, language learners can build a store of knowledge in significant themes.

Applied to content-based learning, receptive skills can be understood as encompassing all sets of listening and reading strategies that are brought up through practice. According to Shaw (1997), language instructors can try to use jigsaw-reading strategies in their language clubs. Also, fill-in-the-blank activities can be provided to young learners to improve language productivity, which can help keep their attention in the loop.

Content-based learning aims to improve learners' productive and receptive skills. In this manner, content-based learning and skill-based acquisition have a deep relationship with each other. "The basic claim of skill-based acquisition theory is that the learning of wide variety of skills shows remarkable similarity in development. From initial representation of knowledge through initial changes in behaviour to eventual fluent and largely spontaneous, and highly skilled behaviour, and this set of phenomena can be accounted for by a set of basic principles common to the acquisition of all skills" (DeKeyser, 2007, p.14). Both of these learning skills can be used together during the lessons.

During the content-based learning, the teacher can read new lexicological items in the classroom about listening text, reading a passage or watching a video which was used in the lesson. According to content-based learning, language can be brought up most effectively when it is used to show informational content of interest to the young learners. Vocabulary items shouldn't be taught; applied to subject matter content. Since there are contextual clues in the reading content of the lesson, it is easier to convey meaning. To convey the meaning more easily, the students can complete two fill in the blank exercises in the cloze test.

The content-based approach can be combined with whole language learning techniques. For example, in a geography lesson, the teacher may provide examples of passive sentences. In this way, learners receive language support, and language learning can begin naturally. Such examples should be constructed with sufficient reinforcement.

The content-based techniques can be filled with communicative purposes; the learners should use language conversationally during the lessons. In short, a content-based learning model can help build a classroom in which academic subjects can be taught through the medium of a target language." Successful second language immersion programs, in which anglophone children learn their academic subjects in France, have existed for many years" (Freeman, 2003, p.57). As she said, a content-based learning model can enhance the language learning process of anglophone students, too.

The content-based learning model gives importance to homework, too. Applied to the model, the homework should be given to improve students' knack of communicative competencies. It is not certain that each homework should involve a little bit more than language patterns, word chunks, drills, et all. The exercises given to study at home may include reading comprehension exercises, speaking exercises to develop strategic competencies. According to content-based language teaching, both language and knowledge about the content should be learned together. As in the lesson, the homework should also cover the aim of impressing both learners' prior knowledge and the lesson subject." Content-

based language teaching, the claim in a sense is that students get two for one- both content knowledge and increased Language performances" (Wesche, 1993, p.124).

Content-based language teaching is filled with whole language learning strategies, too. During the lesson, the teacher can ask students to write a paragraph about the lesson content. When they read their own story in the English language lesson, they can combine the text with the content's meaning. In this way, they can make a lesson which is suitable for whole language learning principles and content-based learning strategies.

To sum up, productive skills and receptive skills are equally involved in a content-based learning model. The prior knowledge of the language students is geared to developing the students' understanding level of the lesson content. Prior knowledge of pupils can be refreshed with the help of oral and written texts for as long as the lesson time. Since listening, reading, writing and speaking skills' allocations are similar in the content-based learning strategies, all of the productive and receptive skills can be packed into foreign language lessons which are prepared with content-based strategies. The learners must plug away at linking most of the language learning strategies to the content-based learning model. Such as only studying content activities or only focusing on reading about the content activities are not enough to improve students' communicative and receptive skills. In this manner, content-based learning strategies encourage language teachers to work on an adjunct model to teach language. With the help of the adjunct model, which contains most of the learning strategies of the content-based model, purposeful language usage can be enhanced by the English language teachers.

To get purposeful usage of content area learning, content area literacy is a significant work for lecturers. The teachers, also, should be acquainted with the knack of building content to decide a suitable topic according to young learners' hobbies, ages and concerns. The more student concerns are packed into the reading materials in the classroom, the more students' schema can be impressed by the language teacher.

The classroom libraries can help focus young learners on learning new content. Language lecturers can show new content to the pupils even if they are not familiar with the subject matter. Also, the instructor should refresh the classroom library day by day to catch news about the content. In addition to this, the teachers can organise texts which were written by themselves too; because the paragraph written with their own teacher and students collobaretly can alleviate the stress level of the learners. These kinds of materials about the curriculum can enhance the amount of written materials in the library. The more written materials increase, the more students can participate in classroom learning activities.

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Genişletilmiş Özet

Giriş

İngiliz Dili Eğitim Öğretmenleri, öğrencileri dil öğrenmek için çabalarken çocukların dikkatini arttırmak için uğraşmaktadırlar. Yabancı dil sınıflarında ki İngiliz dili eğitimi derslerinin süresi boyunca bu çocukların dikkatini nasıl arttırılacağı konusunda açıklama yapmak oldukça zordur. Bu konu yabancı dil eğitmenleri için ihtilaflı bir konudur. Öğretmenler tarafından kullanılan teknik ve konular öğrencilerin dikkatinin artırılmasını sağladığı için, doğru konu içeriğinin ve dil bilgisi içeriğinin öğretmen tarafından ders içeriği ile bütünleştirmiş olması gerekmektedir. Örnek vermek gerekirse, öğretmenler ders verdiği ülkenin yerel kültürü doğrultusunda, bir takım kültürel etkenleri ders içerisinde gösterdiğinde öğretmenlerin bu yoğun çabası öğrencilerin zihninde kültürel etmenlerden dolayı bir karışıklığa sebep olabilir. Sınıf içerisinde yakın coğrafi bölgelerden gelen öğrencilerin dersi anlaması ve algılaması kolaylaşırken, yakın coğrafi bölgede yetişmemiş öğrenciler de sınıf içerisinde olabilir. Bu durum daha uzak yörelerden gelen öğrencilerin dersi algılamasını zorlaştırabilir. Emsal verilen durumdan hareketle İngilizce öğretmenlerinin (yabancı dil öğretmenlerinin) içerik seçiminin önemi ve bu içeriğin kapsayıcılık ilkesine uyummasının önemi ortaya çıkmaktadır.

Öğretmenin yabancı dil eğitimi esnasında kullanacağı metotların ve içeriklerin, öğrencilerin algılaya hazır zihnindeki dil öğrenme motivasyonunu arttırabileceği düşünülmektedir. Ancak, yabancı dil öğrenimi için ortaya konulabilecek tek ve doğru bir konu içeriği bulunmamaktadır. Buna ek olarak, yabancı dil öğretimini en doğru biçimde öğretilmesi ile ilgili metodolojik bir açıklama da yoktur. Bu durum yabancı dil sınıflarında öğretmenlerin gözlem yeteneğinin ve farkındalığının önemini ortaya çıkarmaktadır. Öğrencilerin hobilerini ve ilgi alanlarını gözlemleyen öğretmen sınıfın ilgi ve alakasını yabancı dil dersi süresince arttırabilecek konu içeriğini karar verecek kişidir. Her öğrencinin, her sınıfın, her bölgenin, her sınıfın ilgi alanlarını belirleyen faktörler değişkendir. Bu sebeple, İngilizce öğreniminde doğru tema içeriğine karar verecek yapı bir metodolojik bilgi değil, sınıfta dil öğretiminden sorumlu öğretmendir.

İngilizcenin ikinci yabancı dil olarak öğretildiği ya da İngilizcenin yabancı dil olarak öğretildiği sınıflardan içerik alanı temelli öğretim kullanılabilir. Bu stratejinin en büyük avantajı sınıftaki tüm öğrenenlerin dikkatini olmasa da sınıfın büyük çoğunluğunun dikkatini yabancı dil öğrenme ortamına çekmektir. Gerek dinleme aktiviteleri Şule gerek okuma aktiviteleriyle olsun içerik temelli eğitim öğrencilerin dilde yaratıcılık becerilerini geliştirebileceği fırsatlar sunar. Bu modelin uyguladığı teknikler arasında iş birliği, grup çalışmaları ve beyin fırtınası teknikleri vardır. Bu stratejide kullanılan teknikler öğrencilerin geçmiş bilgileri sayesinde yeni bilgileri anlayabilmek kapasitelerini arttırmayı amaçlar. Öğretmenin belirlediği tema ile ilgili bilgi sahibi olan öğrenciler, ders içeriği hakkında hiçbir bilgisi olmayan öğrencilere bilgi akışı sağladığında sınıfta öğrencilerin yabancı dilde diyalog kurma ihtiyacının artması sağlanabilir. Sınıfta başlayan İngilizce diyalog kurma ihtiyacı yeni bir dil yapısının öğrenilmesine fırsat sağlar. İçerik alanı temelli öğretimde öğretmen, bu diyaloglarda ihtiyaç duyulan dil bilgisi yapısının öğretimi için uygun zamanı belirler ve öğrencilerin dil gelişimine katkıda bulunabilir.

İçerik temelli bir müfredat tasarlanırken, hedef dil ile konu içeriğinin bütünleştirilmesi, dersin konusunun etkili bir şekilde öğretilmesi için oldukça önemlidir. Dersin teması, anlamlı dil öğrenimini destekleyecek şekilde mantıklı bir sırayla düzenlenmiş ve öğrencinin gelişim düzeyine uygun olmalıdır.

Etkili bir içerik temelli İngilizce müfredatı, öğrencilerin dört temel dil becerisini—dinleme, konuşma, okuma ve yazma—kapsayacak şekilde yapılandırılmalıdır. Ayrıca, teknolojik araç ve

gereçlerin kullanımı da müfredatta entegre edilmelidir; bu durum çalışma içerisinde sunulan örnek müfredatta da gösterilmiştir.

Yöntem

Bu çalışma, içerik temelli dil öğretimi (CBLT) stratejilerinin, küçük yaş gruplarındaki öğrencilerin alımsal (dinleme, okuma) ve üretimsel (konuşma, yazma) dil becerilerinin gelişimine katkısını incelemek amacıyla nitel, derleme temelli bir araştırma deseni benimsemiştir. Temel amaç, içerik alanı öğreniminin öğrencilerin motivasyonunu, okuduğunu anlama becerisini ve akıcı konuşma yetilerini nasıl geliştirdiğini analiz etmektir.

Veri toplama ve analiz sürecinde; ampirik makaleler, kuramsal yayınlar, örnek ders planları ve CBLT ile ilgili öğretim çerçeveleri incelenmiş, öne çıkan öğretimsel kalıplar, karşılaşılan zorluklar ve etkili uygulama örnekleri belirlenmiştir. Özellikle şu konulara odaklanılmıştır:

- İçerik aşinalığı ile dil edinimi arasındaki ilişki
- Dört dil becerisinin (dinleme, konuşma, okuma, yazma) bütüncül entegrasyonu
- İçerik temelli etkinlikler sırasında öğrencilerin bilişsel yükü ve motivasyonu

Araştırma şu sorular çerçevesinde yönlendirilmiştir:

- 1.CBLT ile dil öğrenme başarısı arasındaki ilişki nedir?
- 2.CBLT uygulamalarında en etkili öğretim teknikleri nelerdir?
- 3.İçerik temelli ders tasarlarken ve yürütürken hangi zorluklarla karşılaşılmaktadır?
- 4.Öğrencilerin ön bilgisi, okuduğunu anlama ve konuşma performansını nasıl etkiler?
- 5.İçerik okuryazarlığı, eleştirel düşünme ve iletişimsel yetkinliğin gelişiminde rol oynar mı?

Sonuç ve Tartışma

İngilizce derslerine birçok konu entegre edilebilir. Buna örnek olarak, bir Tarih dersi öğretmeninin dersinde tarihi mekanlardan bahsetmesi örnek olarak gösterilebilir. Aynı gün içerisinde aynı öğrencilere İngilizce öğretmenleri tarihi binaların İngilizce isimlerini öğretebilir. Bu sayede, İçerik Temelli Öğretim Modeli yaklaşımı öğretim programları arası hale getirilebilir. Bu tip müfredatlar arası öğretim modelleri öğrencilerin zihninde, ortak konu sayesinde, bilgilerin canlı tutulmasına yardımcı olabilir. Öğrenciler bir dersten diğerine geçtiğinde aynı konuyu görüp bir önceki dersi hatırlayabilir. Bu durum İçerik Temelli Eğitim Modelini disiplinler arası bir noktaya getirerek öğretim faaliyetlerinin kalıcılık etkisinin artmasına fayda sağlayacaktır.

Çocukların yabancı dil öğrenimi için birçok disiplin alanında yeni konu içerikleri öğrenmek, genel kültürlerini geliştirmek büyük önem teşkil etmektedir. İçerik Alanı Temelli Eğitim modelinin tam da bu noktada öğrenciler için gereken tarih, kültür, çevre bilimi, ekonomi, coğrafya, sanat gibi alanlarda genel kültürlerinin gelişimini sağlayabilirken aynı zamanda öğrencilerin yabancı dilde kelime bilgisi, gramer yapısı gibi kazanımları elde etmesini kolaylaştırabileceği öngörülmektedir. Ek olarak, daha önceden bilgi sahibi oldukları bir konu üzerinde yabancı dilde okuma ya da dinleme egzersizleri yapılmasının öğrencilerin yabancı dil öğrenmeye karşı duydukları stresi azaltabileceği düşünülmektedir. Buna karşılık öğretmenin seçtiği ders konusu hakkında hiçbir ön bilgi sahibi olmayan öğrencilerin de olabileceği bir gerçektir. Konu ile ilgili hiçbir ön bilgi sahibi olmayan öğrencilerin daha fazla yabancı dil öğrenme stresi yaşama ihtimali de vardır. Öğrencilerin sitesini artırmamak için bilgi sahibi olmayan öğrencilere öğretmen tarafından sınıf Kütüphânesi'nde -içerik konusu ile ilgili- yeni unite başlamadan

önce- öğrencilerin bilgi toplayabileceği bir bölüm oluşturulabilir. Oluşturulan bu kütüphane bölümünün birçok farklı türde okuma materyali içermesi farklı tipteki öğrenci profiline ulaşmayı kolaylaştıracaktır. Ne kadar çok farklı ilgi alanında öğrenciye konu ile ilgili bilgi ulaştırılabilirse, ders konusu ile birlikte öğrenecek yabancı dil bilgisinin edinimi de o kadar arttırılabilir.