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Teaching European and Global Citizenship across the Curriculum: Content Based Language Instruction

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Approaches to citizenship education may vary with regard to focus and emphasis. Key notions of citizenship education may be introduced separately, and explicitly, through subject specific courses. Alternatively, they may be taught implicitly by integrating them into various conventional social studies courses and service-learning programs. Still another possibility is to promote them as cross-curricular themes (European Commission, 2005; Kerr and Cleaver, 2004). In fact, all subject matter, one way or another could contribute to further development of citizenship, and many courses across the school curriculum may be exploited to promote and reinforce the associated values within such education. The purpose of this paper is to present briefly how a foreign or second language classroom may be instrumental in teaching citizenship education.

Content-Based Language Instruction (CBLI)

CBLI may be defined as integrating particular content with language teaching to develop second or foreign language skills, and to increase knowledge in an academic subject. It is claimed that a typical content based language course enhances second language acquisition with the help of comprehensible content presented in meaningful contexts. It would also allow for deeper cognitive processing, enabling students to activate their background knowledge and to interpret what is taught. Coherent and thematic presentation of content would also lead to greater motivation, and internalisation of concepts and skills. Content may be used both as an end and as a means to an end (Richards and Rodgers, 2001; Stoller and Grabe 1997; Curtain, 1995; Anderson, 1990; Krashen, 1982; Bruner, 1966).

Krashen's Natural Approach (1982), an empirically grounded theory of second language acquisition, is very much in line with these perspectives. It consists of five main hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. The well-known acquisition learning distinction suggests there are two systems in operation when learning a target language: the acquired system is an unconscious process laying emphasis on communication rather than the form of what is said; the learned system is a conscious process stressing the use of explicit knowledge, i.e. rules of grammar, through formal teaching.

Correspondingly, Rogers (2003) regards learning as a process, making a distinction between 'task-conscious learning' and 'learning-conscious learning', describing them along a continuum: the former may occur as a result of incidental engagement in an activity, whereas the latter may happen during formalised learning (pp 41-42). In either case, both of these contrasting ways, i.e. Krashen's acquisition and learning, or Rogers' task-conscious and formalised learning', may appear in the same context.

Citizenship education through CBLI

Foreign and second language courses at tertiary level or language strands at high school level that are prepared within the framework of CBLI may be used to teach some important aspects of citizenship along with the development of language skills.

To design such a course or strand, it is recommended that the following procedure be followed:

1. Identify a theme related to citizenship education
2. Develop sub-themes coherently
3. Brainstorm topics under each sub-theme
4. Write content, and language objectives
5. Find authentic texts that students can relate to
6. Find different types of relevant media
7. Plan tasks and activities
8. Prepare a unit by unit course outline
9. Develop teaching materials that are cognitively and emotionally engaging

To illustrate some of the aforementioned steps, let's focus on the theme of Diversity (1), and try to develop some sub-themes (2): for example, human variability, multicultural awareness, rights of the individual and society, genetic citizenship. The theme-based approach offers meaningful and integrated content, and gives flexibility to incorporate various topics, and student-centred tasks and activities.

For each, sub-theme, let's come up with some topics (3):

I. Human Variability	II. Multicultural Awareness	III. Rights of the Individual and Society	IV. Genetic citizenship
a. Sources of human variability b. Education, & social and cultural environment c. Cultural relativism	d. Sources of Cultural Knowledge e. Cultural diversity f. Conformity and pluralism	g. Civil rights h. Collective rights i. Social control	j. Cloning k. Human diversity & individuality l. Variation and adaptation

We also need content and language objectives (4); for instance,

- To understand the connections between social change and multiculturalism
- To analyse historical perspectives on pluralism
- To defend a point of view
- To understand, analyse and evaluate a wide variety of texts
- To make spontaneous and informed responses to written, audio-visual and oral stimuli
- To write coherently accurately, and appropriately in a wide range of genres
- To inquire systematically and effectively into issues

- ▪ To synthesise information from multiple sources

Some authentic texts and media that could be used (5&6) are:

• *Schindler's List* by Steven Spielberg • *The Autobiography of Malcolm X* • *Diamonds and Rust* by Joan Baez • *Animal Farm* by George Orwell • *I know why the caged bird sings* by Maya Angelou	• Universal Declaration of Human Rights • Selected quotations • Web-sites of Human Rights Organizations • *The Island* by Michael Bay • *The road not taken* by Robert Frost

Some possible task and activities (8) are:

• write a film review • write an argumentative essay • critique texts • make an oral presentation	• compare and contrast a film adaptation of a book to the book itself • debate controversial issues • write a biography • use graphic organizers

Why CBLI?

I am a supporter of CBLI because while I was running a CBLI project at a reputable English medium university in Turkey, I personally experienced that teachers found the whole process of content based language course design and implementation professionally rewarding although they were expected to work more and harder. Previously, they all taught the same course; however, with the CBLI project, they were given a number of objectives to work towards, and they got fully involved in their own course design process: they selected their own content, selected a wide range of authentic texts and media within the context of liberal arts, and developed their own materials. When interviewed, they said that the CBLI project contributed to their professional development greatly, and that they extremely owned their courses. They felt more and more committed, and did their best to motivate their students and to reach the given institutional objectives. They all modified their courses every semester, and some decided to develop new courses around new themes and sub-themes every year. Teachers asked for more resources such as computers to design their materials more effectively. Interestingly enough, also during this period, teacher absenteeism rate dropped substantially.

Similarly, to many students interviewed during the project, CBL courses were more challenging compared to the previous language courses but they were cognitively and emotionally a lot more engaging. They said that they were able to relate to the themes and sub-themes selected, and that they actively participated in most activities. Also, student on task time was very high during this period.

No matter what approach to citizenship education is adopted, at the end of the day what really matters is the extent to which students internalise and put into practice what they are exposed to implicitly, explicitly or through cross curricular themes. CBLI offers a theory of learning and a methodology that would facilitate internalisation of the principles and values associated with European or World citizenship.

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