

Communication, cultures, connections, comparisons and communities are the National Standards of teaching any foreign language. The third goal of these standards highlights the importance of the integration between the target language and the content of other subjects' area.

Content-based instruction (CBI) is an approach to teach foreign languages in integration with areas of other subject matter. In this approach, the foreign language is used as a medium for teaching subject content, such as Islamic studies, mathematics, science or social studies, from the regular classroom curriculum. These subjects offer great content areas that could be easily integrated with Arabic if teachers choose the appropriate supplementing authentic materials to create instructional activities within meaningful context to achieve both content area and Arabic language objectives.

**Familiar topics in these subjects are:**

**Islamic studies:** holidays, Islamic history, Ramadan, Hajj, value-based manners, etc

**Social studies:** neighborhoods, family, friendship, the environment, geography, etc.

**Science:** health, animals, food, plants, etc.

**Math:** numbers, days, months, dates, etc.

Using the CBI will benefit students' Arabic language and other subjects. Learning Arabic as a process will not be limited to learning vocabulary and structures to enable learners' communication in limited situations. On the contrary, students will experience that learning Arabic as a foreign language can also expand their knowledge in other subject areas. On the other hand, students' familiarity with the content of other subjects that have been previously taught will give them the opportunity to focus more on the appropriate usage of unknown linguistic forms of Arabic. In addition, CBI increases students' motivation of learning Arabic, because the time of using Arabic in a meaningful way in order to provide and/or get information will be duplicated and maximized. Therefore, teachers of Arabic are expected to:

- Select and design appropriate units of instruction in Arabic that match and introduces the content of other subjects area
- Select supplementary authentic materials to enrich the unit of instruction
- Assess students' knowledge of Arabic as well as the acquired content

The benefits of learning Arabic through the subjects' content are evident in students' language and content acquisition.