In recent years, several language programs have adopted the content-based language instruction (CBI). This is a curricular and instructional approach in which nonlinguistic content is taught to students through the medium of a language they are learning as a second, heritage, indigenous or foreign language (Tedick, D. & Cammarate, L., 2012). The CBI model takes a more immersion-like approach where language and content are closely intertwined and the target language is the medium of instruction.

This lecture intends to shed light on the challenges facing CBI usage in Arabic programs in the United States and discuss various initiatives made by professionals in the field of teaching Arabic as a foreign language. The focus will be on two case studies: the Monterey Model and the immersive learning experience at Middlebury’s Arabic Summer Program. Some suggestions and pedagogical recommendations will also be presented.