



IMPROVING ENGLISH COMMUNICATION SKILLS THROUGH CONTENT BASED INSTRUCTION APPROACH: A STUDY

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Abstract

Content Based Instruction is an approach to language teaching that focuses on communication skills but also teaches through language skills as the language becomes the medium of instruction. Since early developments within the last half of the 20th century, a spread of CBI models and frameworks are developed, implemented and researched during a host of contexts for learners with a multiplicity of learning goals. The present paper emphasizes the requirement for novelty in pedagogical theory and practice of the day. It elucidates the linguistic dilemma of these times and identifies space for bilingualism. The paper focuses on the communication skills through content based instructional approach. The paper also covers several issues to be considered within the application of CBI like assessment of language and content, teacher education, and therefore the use of CBI within the EFL classroom. Finally, I suggest that CBI can slot in well with broader principles of teaching and learning in both ESL and EFL situations.

Keywords: Content-Based Instruction, Approach, Communication Skills, Language Learning Acquisition.

Introduction

Content Based Instruction is considered an empowering approach which encourages learners to learn a language by using it as a real means of communication from the very first day itself. The idea is to make them become independent learners so they can improve the communication skills. In the past, the word content has changed its meaning in second language teaching.

Content means the methods of grammar-translation, audio-lingual methodology, and vocabulary or sound patterns in dialog form. Recently, content is interpreted because the use of material as a vehicle for second or foreign language teaching/learning. The theory behind CBI is that

when students are engaged with more content, it will promote inherent inspiration. Students will be able to use more sophisticated thinking skills when learning the latest information and will focus less on the construction of the language. This approach is student-centered as it depends totally on the students' capability to use the language.

Content based instruction is a teaching approach that focuses on learning language through learning about something. In spite of CBI is not new, it has been an amplified attention in it since it has confirmed very successful in ESL and EFL programs around the world. Content-based teaching varies from conventional language classes because language comes second to the content. According to

Swain & Johnson "Although it's most frequently related to the genesis of language immersion education in Canada in 1965, content-based instruction is few new phenomenon. We know that "until the increase of nationalism, few languages aside from those of the good empires, religions, and civilizations were considered competent or worthy to hold the content of a formal curriculum" (1997: 1).

Researchers conducted in a variety of programmes on content-based instruction results in language learning, content learning, increased motivation and interest levels and greater opportunities for employment. CBI allows for greater flexibility to be built into the curriculum and activities; there are more opportunities to regulate to the requirements and interests of scholars. The integration of language and content throughout a sequence of language levels has the potential to deal with the challenge of gaps between basic language study vs. advanced literature and cultural studies that always exist in university language departments. The focus of a CBI lesson is on the subject or material.

The study this subject using the language they're trying to find out, instead of their language, as a tool for developing knowledge then they develop their linguistic ability in the target language. There are some ways to approach creating a CBI lesson. This is one possible way. Preparation, Choose a subject of interest to students. Find three or four suitable sources that affect different aspects of the topic. During the lesson divide the category into small groups and assign each a small research task and a source of data to use to assist them fulfill the task. Then once they need done their research they form new groups with students that used other information sources and share and compare their information. There should then be some product because the outcome of this sharing of data which could take the shape of a gaggle report or presentation of some kind.

Particularly in monolingual classes, the overuse of the students' language during parts of the lesson is often a drag. Try sharing your rationale with students and explain the advantages of using the

target language instead of their maternal language. It is often hard to seek out information sources and texts that lower levels can understand. Also the sharing of data within the target language may cause great difficulties. A possible way around this at lower levels is either to use texts within the students' language then gets them to use the target language for the sharing of data and outcome, or to possess texts within the target language, but allow the scholars to present the top product in their language. These options should reduce the level of challenge.

Some students may copy directly from the source texts they use to urge their information. Avoid this by designing tasks that demand students evaluate the knowledge in how, to draw conclusions or actually to place it to some practical use. Having information sources that have conflicting information also can be helpful as students need to decide which information they accept as true with or most believe. Communication is a crucial skill for each modern student to master. Cramming tips the night before an enormous interview won't do the work if students try to form an impact within the collaborative workplaces of the longer term.

When it involves acquiring indispensable communication skills, there's no time just like the present. The tips can help you immensely with improving student communication skills. They can be adapted for many all kinds of student from kindergarten to high school. Conversation is one among the foremost basic and essential communication skills. It enables people to share thoughts, opinions, and ideas, and receive them successively. Although it's going to appear simple on the surface, effective conversations include a give-and-take exchange that consists of elements such as: visual communication, eye contact, summarizing, paraphrasing and responding your students can learn the foundational elements of conversation by watching films or videos of those interactions happening.

From audio books to apps, there's a mess of technological resources you'll use for improving student communication skills. Students can hear or read alongside audio books to listen to how the

speaker pronounces and enunciates different words or phrases. Communication isn't almost speaking; it's also about listening. Teachers can help their students develop listening skills by reading a spread of text aloud and then having the category discusses and reflects on the content. Active listening also means taking note of understand instead of reply.

Team-building exercises also can help students sharpen both oral and written language skills. Not only does it offer students the prospect to figure in small groups, thereby reducing a number of the pressure, but it also gives them the chance to debate their opinions, alternate, and work together towards a standard goal. You would possibly set a timer for brief informal conversations and challenge students to use open-ended questions. For example, you would possibly show children the difference in what proportion more information they will obtain by asking "what did you wish best about the song?"

Another task-based method for improving student communication skills is thru critical thinking exercises. These are often done verbally or through written assignments that give students the prospect to answer questions creatively using their own words and expressions. Then, ask each student to critique the others in order that they will get wont to receiving constructive criticism. Whatever the age bracket you're working with, maximize on the everyday happenings within the classroom environment. For instance, if a student answers an issue during a complicated way, you would possibly ask that they rephrase what they said, or challenge the category to ask clarifying questions. If an unfamiliar word pops up during a text or on a movie, pause so as for the category to look for the word within the dictionary.

The present paper accentuates the need for innovation in pedagogical theory and practice of the day. It elucidates the linguistic dilemma of the present times and identifies space for bilingualism and pluriculturalism. To make the readers acquainted with Content and Language Integrated Learning (CLIL), the authors corroborate the detailed theoretical framework by establishing links with growing trends of cross continent migration, rising globalization and expansion of multicultural and

multiethnic contexts in the educational arena. A brief prehistory of CLIL has also been explored to justify its birth in helping out the linguists and educationists in Europe and beyond. The paper delineates the theory of Content and Language Integrated Learning (CLIL) diagrammatically employing content, cognition and communication in a linguistic culture. It explicates the various nomenclatures, dimensions, functions and the developmental stages of CLIL pedagogy at the dawn of the new millennium. After exploring the theoretical, functional and futuristic facets of CLIL, it is concluded that CLIL is an apt, economical and timely framework of bringing diverse cultures and languages closer to one another and can help build cosmopolitan identity of learners in the Knowledge Age.

Advantages of content-based instruction are it can make learning a language more interesting and motivating. Students can use the language to fulfill a real purpose, which can make students both more independent and confident. Students can also develop a much wider knowledge of the world through CBI which can feed back into improving and supporting their general educational needs. CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts. Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects. The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.

The potential problems are CBI isn't explicitly focused on language learning; some students may feel confused or may even feel that they aren't improving their language skills. Deal with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points. Particularly in monolingual classes, the overuse of the students' native language during parts of the lesson can be a

problem. Because the lesson isn't explicitly focused on language practice students find it much easier and quicker to use their mother tongue. Try sharing your rationale with students and explain the benefits of using the target language rather than their mother tongue. It can be hard to find information sources and texts that lower levels can understand. Also the sharing of information in the target language may cause great difficulties. A possible way around this at lower levels is either to use texts in the students' native language and then get them to use the target language for the sharing of information and end product, or to have texts in the target language, but allow the students to present the end product in their native language. These options should reduce the level of challenge. Some students may copy directly from the source texts they use to get their information. Avoid this by designing tasks that demand students evaluate the information in some way, to draw conclusions or actually to put it to some practical use. Having information sources that have conflicting information can also be helpful as students have to decide which information they agree with or most believe.

Conversation is one of the most basic and essential communication skills. It enables people to share thoughts, opinions, and ideas, and receive them in turn. Although it may appear simple on the surface, effective conversations include a give-and-take exchange that consists of elements such as: body language, eye contact, summarizing, paraphrasing and responding. Your students can learn the foundational elements of conversation by watching films or videos of these interactions taking place. Pause the video and ask questions such as, "What message is the listener sending by crossing his arms? What else can you tell by observing the expressions and body language of both people in the conversation?"

Conclusions: - The mixing of language & content teaching is perceived by the ecur Commission as "an excellent way of creating progress during a foreign language". CBI effectively increases learners' English proficiency & teaches them the talents necessary for the success in various professions. The degree to which you adopt this

approach could depend upon the willingness of your students, the institution during which you're employed and therefore the availability of resources within your environment. It might be something that you simply r school wants to think about introducing across the curriculum or something that you experiment with only for one or two lessons.

Whichever you select attempt to try and do to try to I might advise that you simply try to involve other teachers within your school, particularly teachers from other subjects. This could assist you both in terms of finding sources of data and in having the support of others in helping you to gauge your work. Lastly, attempt to involve your students. Get them to assist you opt what topics and subjects the teachings are based around and determine how they feel this type of lessons compares to your usual lessons. Within the end they're going to be the measure of your success. Content-Based Instruction can help learners develop their language skills for academic use as well as provide them with access to new concepts through meaningful content (1999: 609). CBI fits in well with broader principles of teaching and learning, and it is often applied in various situations. It could be used effectively in ESL as well as EFL class- rooms.

Of course, like any teaching approach, alternative lesson plans could also be required to use this approach during a real ESL or EFL classroom because there's not an ideal teaching approach to be applied altogether situations. In conclusion, CBI can be considered as "the leading curricula approach in language teaching," as long as it is used in a suitable language teaching situation (2001: 220).

While CBI can be both challenging and demanding for the teacher and the students, it can also be very stimulating and rewarding. The degree to which you adopt this approach may well depend on the willingness of your students, the institution in which you work and the availability of resources within your environment. It could be something that your school wants to consider introducing across the curriculum or something that you experiment with just for one or two lessons. Whichever you choose to do I would advise that you try to involve other teachers within your school, particularly teachers

from other subjects. This could help you both in terms of finding sources of information and in having the support of others in helping you to evaluate your work.

Lastly, try to involve your students. Get them to help you decide what topics and subjects the lessons are based around and find out how they feel this kind of lessons compares to your usual lessons. In the end they will be the measure of your success. Communication is an important skill for every modern student to master. Cramming tips the night before a big interview won't do the job if students are trying to make an impression in the collaborative workplaces of the future.

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