

CONTEN BASED INSTRUCTION: THEORY AND GUIDANCE FOR CLASSROOM PRACTICES

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ABSTRAK

Content Based Instruction (CBI) adalah pendekatan pembelajaran Bahasa Inggris dengan memanfaatkan bahan ajar yang berasal dari berbagai disiplin ilmu selain Bahasa Inggris; matematika, fisika, kimia, sejarah dan sebagainya. Tujuan pembelajaran dengan menggunakan bahan ajar demikian adalah untuk memampukan siswa menguasai bahan ajar dan atau keterampilan yang terkandung di dalamnya sekaligus mengembangkan kemampuan berbahasa mereka. Secara garis besar, pendekatan pembelajaran ini berasal dari Amerika untuk mengajar dengan bahan ajar non-Bahasa Inggris kepada para siswa dan mahasiswa dari negara-negara bukan penutur Bahasa Inggris yang menempuh pendidikan di negara tersebut, kemudian berkembang ke berbagai wilayah di dunia dengan konteks yang lebih beragam. Pendekatan pembelajaran Bahasa Inggris ini berbasis pada sudut pandang bahwa bahasa adalah teks/ wacana dan keyakinan bahwa siswa akan lebih mudah mendapatkan kemampuan berbahasa apabila dihadapkan pada bahan ajar yang nyata. CBI terdiri atas setidaknya 4 versi yang berbeda dalam tujuan, bentuk program, system pembelajaran dan integrasi bahasa dalam pembelajaran demikian pula pada pengembangan bahan ajar dan evaluasinya.

Key words: *content, language, theme, instruction*

Background

The growing amount of English language learners in non-English classes in the USA raises problems in their education. The learners come from variety countries around the world, either as scholars or as migrants with variety of mother tongues other than English. This background resulted in consequence that they were difficult to learn materials taught in English. Consequently, they get very low grade in the subject matters. In the next turn, not only get low grade but the students also get frustration in their schooling as well as low self esteem.

Dealing with this problem, schools in America take variety of ways. Some of them establish compensatory program like in which the students were given specific lesson for learning English separately. Another, neither trying for improvement; the school assumes that the students who speak language other than English are not to be expected to successfully perform the lessons, it is to say that the students are admittedly as lower grade students. And the others give busywork assignments to the student in

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order to compensate their liability in filling the lesson in variety of ways either in the school or at home. However, these efforts are found unproductive. There must be another way established to solve the problems and make the students success in their learning of the content as well as communicating in English.

Content based instruction is in turn seems to be the answer to the question. The past assumption which judges that the students cannot reach the materials before mastering the language and communication in it is then proved to be untrue. By doing a little additional effort on the teacher's side, the process of learning the content manage the mastery on students' part as well as develop their English.

As indicated above, the implementation of content based language teaching seems to be as the second language teaching property; however the growing amount of international schools and classes in non-English speaking countries makes its application usable for teaching English as foreign language and for teaching content in English in these countries. Richards states that in Malaysia, a decision is recently taken to use English as medium of instruction for math and science in primary school and some courses in universities.² Takuchi and Naganuma also state that in 2004 there have been two English-medium universities in Japan³. Hui-fang Shang points out that CBI has been applied in Taiwan⁴. In Indonesia, there have also been a number of international schools and classes which are taught in English, both junior high and senior high school level. More progressively, Ayari CBI has also been adapted to teach Arabic to non-Arabic speaking students⁵. In short, the use of CBI has been worldwide in variety level of schools, on top of those; CBI has also been adapted to teach Arabic.

CBI has been proved to be beneficial in a number aspect of language teaching. Troncale states hat CBI has been proven effective in programs for English for Specific Purposes (ESP), vocational and workplace education, K-12 classrooms in both first and second language learning, bilingual education, sheltered instruction, and college-level foreign language instruction⁶. Underlying CBI's success is what Oxford and Scarcella call "depth of learning--the notion that if students are actively engaged in meaningful, related theme-based tasks, they gain repeated exposure to language that helps them to process the language"⁷. Raphan and Moser provide positive evidence in the form of student responses to a college-level class combining language and content instruction in

² Richards, Jack. *Communicative Language Teaching Today*. Cambridge University Press: Cambridge., p. 30

³ Taguchi, Naoko and Naeko Naganuma. *Transition from learning English to Learning in English: Students' Perceived Adjustment Difficulties in an English-Medium University in Japan*. Asian EFL Journal, Volume 8. Issue 4, 2006., p. 2

⁴ Hui-fang Shang. *Content-based Instruction in the EFL Literature Curriculum*. Retrived from itelsj.com. on Sunday, July 03, 2011, 7:45:23 AM

⁵ Ayari, Salah. *Content-based Instruction and its Application to the Arabic Language Classroom*. Texas A&M University: Texas, 2008

⁶ Troncale, Nicole. *Content-Based Instruction, Cooperative Learning, and CALP Instruction: Addressing the Whole Education of 7-12 ESL Students*. Journals.tc.library. 2002, p. 1

⁷ Scarcella, R. & Oxford, R. *The tapestry of language learning: The individual in the communicative classroom*. Heinle & Heinle: Boston, 1992., p. 6

art history⁸. Kasper demonstrates more empirical data from studies involving ESL students in paired ESL reading classes and mainstream psychology classes at a community college⁹. In short, CBI has been proved advantageous in many aspects of language teaching either theoretically and practically as shown in concerning researches.

As it applied in many contexts of teaching, CBI faces criticism in term of ability to make students learn language and content independently, and the further requirement for more academic skills and combined with language and content. Troncale simply states that CBI does not lead directly to learner independence.¹⁰ It keeps students in performing instruction provided by the teacher, not being autonomous students. Similarly, Kinsella criticizes CBI for being too teacher driven. She argues that ESL teachers adjust teaching materials to make them accessible to their students rather than teaching their students the skills of learning on their own. She states that, despite the effectiveness of CBI in contextualizing language and making input comprehensible, this practice does not create independent learners.¹¹ These modifications of instructional delivery place the bulk of the responsibility on the teacher, and while facilitating short-term comprehension, they do not necessarily contribute to the ESL students' ability to confidently and competently embark on independent learning endeavor.¹² Besides, McKeon (1994, in Troncale) has pointed out that CBI is not enough because ESL students face a greater cognitive challenge than native speakers when learning content in their second language. Middle and high school ESL students require academic skills in conjunction with language and content in order to be successful.¹³ In short, CBI alone, without the integration of academic skills instruction, does not foster self-directed learners. If not teaching them how to be autonomous learners, it fails to prepare them for learning outside of the ESL classroom.

Above all the weakness and strengths of CBI, this paper is composed to provide practical guidelines for English and content area teachers for establishing content based instruction which enables students to master the content as well as English. This paper presents the concept, core assumptions, material development, learning strategies and evaluation of Content Based Instruction.

Discussion

Content can partly be understood as non-language materials when they are subject matters taught in English to non-English speaking students. Richards and Rodgers underline that content is most frequently refers to the substance or subject matter that we

⁸ Raphan, D. & Moser, J. *Linking language and content: ESL and Art History*. TESOL Journal, 3, 1993., p. 20

⁹ Kasper, L. F. *Improved Reading Performance For ESL Students Through Academic Course Pairing*. Journal of Reading, 37. 1994, p. 77

¹⁰ Troncale, Nicole, Op cit., p. 2

¹¹ Kinsella, K. (1997). Moving from comprehensible input to "learning to learn" in CBI. In M. A. Snow & D. Brinton (Eds.), *the Content-based Classroom: Perspectives on Integrating Language and Content*. Longman: New York, 1997, p. 51

¹² Ibid, p. 52

¹³ Troncale, Nicole, p. 3

learn or communicate through language rather than the language used to convey it¹⁴. Similarly, Brinton, Snow, and Wessche view the target language largely as the vehicle through which the subject matter is learned.¹⁵ Additionally, Dickey sums up that content seem calls for great focus on the content – whatever content may be¹⁶. Should we accept the definition, it will cover a wide range of learning materials from variety of disciplines in the world of science and philosophy. For instance, math, physics, economy, law, psychology and all of their sub-disciplines are content to be taught in English, as well as content which can be employed to teach English. However, English can also be taught by using itself as teaching medium. In such state, language is the content. In short, content refers to language and or non-language materials learned through English by students' whose mother tongue is other than English.

Generated and furthered from the content paradigm, Content Based Instruction is an approach to teach English to non-English speakers' students by using English and non-English subject matters. Herrero points out that Content-Based Instruction (CBI) refers to an approach to second/foreign language teaching in which teaching is organized around content or information rather than around forms, functions, situations or skills¹⁷. Besides, Duenas states that Content-Based Instruction (CBI) bases its rationale on the premise that students can effectively obtain both language and subject matter knowledge by receiving content input in the target language¹⁸. To sum up, CBI is an approach in language teaching which is organized around content rather than language and language skills, and believes that such strategy of teaching is better in developing both language and content mastery.

1. Language Theory

Richards and Rodgers CBI stands on three bases; language as text and discourse based, language use draws on integrated skills, and language function¹⁹, more progressively explained as follows:

a. Language is text and discourse based

Language is perceived as vehicle for learning content. Contents themselves are presented in texts of many types and models, covering all

¹⁴ Richards J. and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press: Cambridge, 2001, p. 71

¹⁵ Brinton, D.M., Snow, M.A., & Wesche, M.B. *Content-based Second Language Instruction*. : Heinle & Heinle: Boston 1989, p. 5

Dickey, Robert J. *Content (adj) or Content (n) With Your English Classes?*, Education International, Gyeongju University, South Korea. Vol 1, No. 3 December, 2004

¹⁷ Herrero, Anabelle Hernandez. *Content-based Instruction in an English Oral Communication Course at the University of Costa Rica*. Revista Electrónica "Actualidades Investigativas en Educación" Journal. October 2005. Costa Rica: 2005, p.3

¹⁸ Duenas, Maria. *A Description of Prototype Models for Content-based Language Instruction in Higher Education*. Departamento de Filología Inglesa. Universidad de Murcia: Murcia, 2011 p. 2

¹⁹ Richards, J and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press: Cambridge, 2001., p. 208-209

disciplines in science and philosophy in term of books, chapters, essays, letters, papers, description, reports, speech and speech events such as discussion, meetings and lecturers. A text possesses specific purpose, information, language and organization—a discourse. Instruction is then perceived as efforts to make students acquire meaning from texts, to generate knowledge, skills and values.

b. Language use draws on integrated skills

CBI views language use as activities involving several skills at once. A content based instruction offers to integrate the skills performance and development along the process of learning. For instance, gathering information in the classroom process for every subject matter might involve students in listening and summarizing, reading and note taking, question and answer, listening and replying or giving comments, opinions, arguments and so on.

CBI views grammar as integral part within the skills. In Topic or Theme Based Courses, grammar is presented as part of the content. They rely on efforts to bring together knowledge, language and thinking skills. In this model of CBI, a teacher is responsible for identifying relevant grammar or linguistic features useful for the accomplishment of the related content in each learning activities.

c. Language is purposeful

Language use is for specific purposes. Every text written, speech and conversation conducted for accomplishing certain purposes. Richards and Rodgers (2001) lists a number of purposes of language use: academic, vocational, social and recreational.²⁰ Reis states that academic and social function of language as the most influencing factors underlining CBI.²¹ Language as social skills is conceived as social construct of which function is for communication. People in daily life communicate each other to express their needs, interest, feelings and so on. But in the other hand, language is a means of acquiring academic purposes while its provision is presented in the language. Students is argued to get meaning of learning language when they are directly in touch with its real purpose, that is to acquire knowledge and skills related to certain disciplines of their own shake which is presented in the targeted language.

2. Learning Theory

Thinking and using which are the bases of learning theory in communicative approaches is accepted in this CBI. But related to language learning, it is believed that students will learn a second language most successfully when the information they are targeted to acquire is perceived as interesting, useful and leading to a desired goal. Students are exposed to use their available knowledge of language and language skills as they offer to acquire knowledge of their concerning disciplines presented in the language, which are useful and interesting for them. While doing so, their mastery of the targeted language will be developed as side-effect. To be clear Richards (2006) some list points from which CBI is grounded:

²⁰ Richards, J and Theodore Rodgers, Op cit, p. 208

²¹ Reis, Jodi. *Teaching Content to English Language Learners*. Longman: New York, 2005, p.10

- a. People learn a second language more successfully when they use the language as means of acquiring information, rather than as end in itself
- b. Content-Based Instruction better reflects learner's needs for learning a second language
- c. Content provides a coherent framework that can be used to link and develop all of the language skills²²

Different in a few points, Richards and Rodgers list a number of principles as follows:

- a. People learn a second language more successfully when they use the language as means of acquiring information, rather than as end in itself
- b. People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal
- c. Some content areas are more useful as basis for language learning than others
- d. Students learn best when instruction addresses students' needs
- e. Teaching builds on the previous experience of the learners²³

The points presented above imply that CBI beliefs on the learning of second language to be the best by using content as vehicle of language learning. It fosters the mastery of skills, either language or non language skills implied in the purpose of content learning, added with preceding analysis of content area and the nature of the targeted students. Besides, they also reflect the fact that the origin and social context of teaching subject matters in English is in English speaking countries such as in the U.S.A, Europe and Australia to non-English speaking students.

3. Focus on Language Skills

Consistent with the language theory presented above, Content-Based Instruction develops all language skills: writing, listening, speaking and reading within the process of learning the subject matters. It is common that all participants either teachers or students interact among themselves in learning the subject matters. Activities such as note taking while reading and or listening, proposing argumentations in group and class discussion, sharing information and experience are rather the rule and the nature of classroom process in learning all subject matters, which in one side can be considered to be as the context exposed of language skills development.

4. Versions of Content Based Instruction

CBI has been developed and practiced in educational institutions in a number of directions.

1) Theme Based Courses (TB)

Theme Based Courses is the most common version in CBI, it is also familiarly recognized as the weak model of CBI of which subject matter selected and organized by the teacher from any courses for teaching language and content appropriate with students' need of instruction. Brinton, Snow and Wesche (1989,

²² Richards, J. C. Op cit, p. 29

²³ Richards, J and T.Rodgers, Op cit, p. 209-211

in Duenas) and (Brown)²⁴ identify Theme Based Courses as the 'weak' version of CBI. Syllabus is organized around themes or topics that can come from any disciplines in science and philosophy which are teacher's generated (Richards and Rodgers)²⁵, and organized around a certain content area (Brown)²⁶. They have to be chosen to be appropriate to student academic and cognitive interests and needs, content resources, educational aims, and institutional demands and expectation (Duenas)²⁷. In short, in TB any topics can come from all courses such as math, physics, biology, and chemistry and so on, selected by the teacher to teach the related content and language, around a content area.

Activities in presenting content in TB, can vary widely depends on the nature of content and skills which are targeted to achieve through instruction. Richards and Rodgers states that a topic can be introduced through reading, vocabulary developed through guided discussion, audio or video material on the same topic used for listening comprehension, followed by written assignments integrating information from several different sources²⁸. Besides, Brown²⁹ lists some possible activities in TB as follows:

- Use environmental statistics and facts for classroom reading, writing, discussion and debate.
- Conduct research and writing projects.
- Have students create their own environmental awareness material.
- Conduct field trips that involve a pre-trip module (or perhaps several days) of reading, researching, and other fact finding a post-trip modules of summary and conclusion
- A growing number of simulation games are being created that use the environmental crisis as the theme around which to build various scenarios for the gaming process.

2) Adjunct/Linked Courses (AL)

Adjunct courses is a program which provides the teaching of language and content in different sub programs, but they are made to be as closely related each other by modifying both of courses. Richards and Rodgers this model of CBI involve students enrolled in two linked courses, on content course and one language course, with both course sharing the same base and complementing each other in terms of mutually coordinated assignment. Such program requires coordination to ensure that the two curricula are interlocking and this may require modification to both courses³⁰. Duenas states that the AL model aims at connecting a specially designed language course with a regular academic course.

²⁴ Brown, Douglas H. *Teaching By Principles: An Interactive Approach To Language Pedagogy*, Longman: London., 1994, p. 221

²⁵ Richards, J and T. Rodgers, Op cit, p. 216

²⁶ Brown, Douglas H Op cit, p. 4

²⁷ Duenas, Maria, Op cit, p. 3-4

²⁸ Richards, J and T. Rodgers, Op cit, p. 216

²⁹ Brown, Douglas H, Op cit, p. 222-224

³⁰ Richards, J and T. Rodgers, Op cit, p. 216-217

AL courses are taught to students who are simultaneously enrolled in the regular content course, but who lack the necessary competence to follow the course successfully unless some additional aid is provided³¹. In short, adjunct course enrolls students in language and content course, in which both courses are related and supporting each other.

3) Sheltered Subject Matter Instruction (SSM)

Sheltered courses is a program in which students grouped to only non-English speakers, are taught content by a content area specialist who master content and ESL methodology. This program refers to content courses taught in the second language by a content area specialist, to a group of ESL learners who have been grouped together for this purpose (Richards and Rodgers)³² and (Brinton, Snow and Wesche 1989, in Duenas)³³. Brown adds that in this program, a teacher is trained in both subject matter and ESL methodology, and then the teaching involves combination of content and language learning in every subject³⁴. Besides, Richard-Amato bilingual aides provided primary language support for the students³⁵. Branch (in Richard-Amato) students can profit a great deal from subject matter classes in which the conscious focus is on the topic and not on the language. Classes are taught in English, but native speakers are excluded in order to make teachers' input more understandable for limited-English students³⁶. In conclusion, the focus of this teaching is the content not on the language. To ease the teaching, teacher is facilitated by mastery of ESL methodology.

4) Second Language Medium Courses (SLM)

This last program focuses on the content mastery by not considering language; also known as skill based approach (Richards and Rodgers)³⁷ or Content Courses (Met)³⁸. Content consists of subject matters related to specific disciplines. Richards and Rodgers point out that this program is linked to concurrent study of specific subject matter in one or more academic disciplines. Besides, Met Instruction involves concepts, tasks, and materials from one content area. Little freedom in selection of content, which is generally predetermined by district curriculum. In short, SLM is a program which emphasis on content mastery by using a fixed educational department curriculum.

In this program, language is not considered as part of the teaching other than context in which students' language is developed. Duenas states that

³¹ Duenas, Maria, Op cit, p. 5

³² Richards, J and T. Rodgers, Op cit, p. 216

³³ Duenas, Maria, Op cit, p. 6

³⁴ Brown, Douglas H, Op cit, p. 126

³⁵ Richard-Amato, Patricia A. *Making It Happen: From Interactive to Participatory Language Teaching*. Longman: London, 2011., p. 398

³⁶ Ibid., p. 398

³⁷ Richards, J and T. Rodgers, Op cit, p. 217

³⁸ Met, Myriam. *Content-Based Instruction: Defining Terms, Making Decisions*. (Washington, D.C: The National Foreign Language Center. 1999., p. 1. Retrieved from www.americanembassy.com at Sunday, July 03, 2011, 7:45:23 AM

language aims are not contemplated as part of the curricular formulations of the given courses; in fact classes of this kind normally proceed without specific instructional emphasis on language analysis and practice, and without making adjustments to adequate the discourse to the level of proficiency of students³⁹. The context, however, provides valuable opportunities for language learning as it involves intensive exposure to highly contextualized language of particular relevance to the academic interest of students (Met)⁴⁰. Teacher has strong background in content knowledge and pedagogy. No language focus or specific language instruction⁴¹. Duenas these therefore manage to advance their language competence by developing receptive and productive skills though in an unplanned, unsystematic way⁴². To summarize, SLM aims to develop content mastery by not considering language as part of the teaching, however the activities themselves are opportunities in which students develop their language.

5. Goals and Syllabus

Based on the presentation above, the long term target (goals) of teaching is to satisfy students mastery either knowledge or skills implied in each subject matter (content), and language ability. Development of students' ability to communicate in English is can be developed in purpose within the program, either integrated or separated from the content teaching, and can also be as side effect of the instruction rather than a planned target. To achieve the target, content can be modified to benefit language mastery or language teaching modified to satisfy the mastery of content, or content is totally taught for content in which language development is develop in unstructured and unsystematic way.

The syllabus in this approach is content syllabus which can be teacher's generated or determined by educational system. In teachers' generated syllabus, the teacher selects content which are beneficial for developing students' language, appropriate with the needs of instruction. On the other hand, in non-teachers' generated syllabus, the syllabus is provided by the educational system related to certain specific course of study.

6. Objectives

Objectives are generated from the goal implied for learning every topic in the content materials. The variety types of objectives are incidental to the targeted content topics. Language in case, are developed through learning the subject matter. And so, the objective of every lesson is to enable students acquire the mastery of the contents (related subject matter/topic) as well as the language features inside, even though in the certain program, language materials will not be included to be part of students' achievement evaluation.

7. Material Development

Learning materials are basically developed based on its own nature. It is to say that the organization of the materials based on the most logical and

³⁹ Duenas, Maria, Op cit, p. 6

⁴⁰ Met, Myriam, Op cit, p. 1

⁴¹ Loc cit

⁴² Duenas, Maria, Op cit, p. 6

psychological manner by which it can be learned the best. The touch on the language can be in how the knowledge inside is organized in the most understandable redaction in order to help the language learner to acquire them. However, Administrator⁴³ in americanembassy.com provides steps for developing CBI lesson by examining six components extracted as follows:

- 1) Student level. Begin by identifying the age and grade level of the students. Then determine whether the proficiency level of the learners is novice, intermediate, or pre-advanced. After that, identify tasks and activities that are appropriate for this level!
 - 2) Content theme. Decide on a content theme by considering the students' interest and background knowledge. Broaden or narrow the material based on the students' proficiency level.
 - 3) Lesson objective. Identify the goal/final objective of the lesson. Then outline the prerequisite steps you will take to reach this objective.
 - 4) Lesson materials. What materials will you need to teach the content? Consider the materials you will need to present vocabulary, establish context, share background knowledge, and motivate students.
 - 5) Instructional approach. Let the materials you have chosen guide your instructional approach. For example, if students are to interpret oral or written text, then use strategies that facilitate interpretive communication. If new terms are presented with visuals, students can guess and negotiate meaning from context as needed. If the vocabulary lends itself to TPR or TPR Storytelling, you might consider using that approach.
 - 6) Standards. Identify which communication modes you want to address while working within this content and which of the other standards you want to touch on during the lesson.
8. Learning Experiences

There some types learning experience modification in order to achieve the objectives of teaching subject matter in the frame of CBI (Reis)⁴⁴ extracted as follows:

- 1) Learning strategies

Learning strategies are strategies which students can apply in order to get successful learning in their disciplines. It is to say 'tricks of learning trade' or 'strategies to communicate with the materials'. Students are suggested to possess a lot of strategies for learning their academic courses, and to choose and to use them appropriately afterwards, which help them to understand, retain and apply knowledge in the real situation. Reis states that successful learners in all subject areas are one who has discovered and developed techniques of learning that work best for them. They have available to them a repertoire of learning strategies and know which to select to meet their immediate learning needs⁴⁵.

⁴³ Administrator. *Teaching Foreign Languages K-12 Workshop*. P. 34. Retrieved from www.americanembassy.com. At Sunday, July 03, 2011, 7:45:23 AM

⁴⁴ Op cit, p. 31-108

⁴⁵ Reis, Jodi, Op cit, p. 31

Similarly, Brown states that often successful learners are who have achieved their goals through conscious, systematic application of battery of strategies. In conclusion, successful learning of any academic courses closely related to ownership and use of battery of strategies in concern. By using the strategies the students can learn the materials by their own.

Strategies available for students divided into five categories; metacognitive, cognitive, memory, social and compensation strategies⁴⁶ explained as follows:

- a) Metacognitive strategies are those which involve thinking about learning. It is divided into two subtypes: i) organizing and planning, such as using homework notebook to write down all assignment, dividing long term assignment into shorter and segments and tasks and planning how to study for a test, and ii) self-monitoring and self-evaluating, such as recognizing your own knowledge gap or weaknesses and discovering strategies that work the best for you and which are not.
- b) Cognitive strategies are those which involve any type of practice activity. They are techniques that promote deeper understanding, better retention and increased ability to apply new knowledge, such as making specific connections between new learning and old, highlighting important information while reading, and note taking.
- c) Memory strategies consist of any technique that aids rote recitation of learned material, such as alphabet song, trick of multiplication table and silly sentences to remember the names of the strings on a guitar and the order of planets in our solar system.
- d) Social strategies are those in which learner works with one or more other students or simply learns from environment, such as doing homework with friends, studying with partner for a test, and making questions and request.
- e) Compensation strategies are those used to make up for something that isn't known or immediately accessible from memory, such as stalling for time while we think of an appropriate response, making an educated guess that extends and generalizes what we know to what we don't know, and using circumlocution—using a substitute phrase that 'talks around' the word we don't know or writes around the word we don't know.

Learning strategies suggested to be taught explicitly rather than subtle. Reis suggested that learning strategies needs to be taught explicitly and overtly, and specific strategies needs to be tied directly to learning specific content⁴⁷. Similarly, Brown calls the teaching of strategy as 'investment' in the form of developing multiple layers of strategies for getting language into brain, which students learn by themselves.⁴⁸ In short, the teaching of learning strategies should be explicit in order to make students clearly learn and acquire them in purpose.

⁴⁶ Ibid, p. 32-39

⁴⁷ Ibid, p. 37

⁴⁸ Brown, Douglas H, Op cit, p. 190

2) Textbook strategies

Language learners often find difficult and even frustrating to understand content area textbooks. It suggests teachers to help students solve the problems. The problems usually occur due to student's ignorance of the guidance for using and understanding the books. A teacher should make them aware and teach the aspects concerning the textbooks such as Textbook Aids, Content and Index, Chapter Titles, Section Headings and Subsection Headings, Outlines and Questions and so on.

3) Strategies to modify assignment

The type of assignment employed in CBI should build rich conceptual understanding of content while keeping the language input and output as simple as possible. Such type of assignment will be more accessible to the students. The modifications are widely adaptable with many kinds of homework and in-class activities. Strategies concerning assignment modification are offering a word bank, assign fewer questions, allot extra times, evaluate for content only, and offer models and outlines.

4) Adapting techniques

Some strategies for adapting the content and its learning are as follows:

- a) Activating students' background knowledge of the materials. It is for presenting the sense of truth, usefulness and relatedness of the subject matter with the real world of the students. Strategies useful to activate students' background knowledge of the materials are brainstorming, think-pair-share, K-W-L-H chart, personalizing the lesson, and linking the lessons.
- b) Clarifying comprehension. It is the effort of the teacher to guarantee that the students really understand the subject matter that has been taught. Strategies for satisfying this are checking comprehension, giving clear directions, creating routine homework, allowing extra time and reviewing each lesson at each end.
- c) Increasing teacher-student interaction in the classroom. Students in the classroom are exposed to promote learning through participation and interaction. Strategies for fulfilling this are monitoring teachers' interactional patterns and encouraging participation.
- d) Increasing student-student interaction in the classroom. It is an effort to have the students interact among themselves to cultivate the materials. Strategies appropriate to satisfy this need are doing more small group work and trying peer tutoring.

5) Adapting personal techniques

Language learners are in the process of acquiring the language. It is to say that they are still in the process of acquisition of the targeted language, so that their language is still an 'interlanguage'—a pre-English, not the real English similar to the language spoken by the native speakers in all of its aspects. The main difficulties that the students face will be in understanding the spoken language when then teacher explain the materials and or activities to acquire them. The strategies for solving this problem are:

- a) Change the pace of your speech. Speak slowly and enunciate (focus pronunciation on certain important matters) your talk.
- b) Simplify your speech. Avoid to use contracted speech such as should've, aint, they're and so on! Use fewer pronouns but more in nouns! Use simple words and be consistent! Aware of idiomatic language! Simplify your sentence structure!
- c) Enhancing words. Use visuals to presents your words to students such as gestures, graphics, demonstrating the words and be dramatic.

9. Evaluation

Evaluating students achievement in the frame of content based instruction depends on the version of CBI programs. It can be combined both mastery of content and language, or focus on content rather than language development. It is due to that content is the main objective of the instruction, in the other hand modification of content is the strategy to facilitate students' mastery of the content. Similarly, evaluation is modified with language consideration in certain way in order to make students easier to understand the evaluation. Technique of evaluation can be conducted by giving test and or non test (assessment).

Conclusion

Content-Based Instruction is an approach in language teaching which originated from the efforts to modify learning non-English courses to language learners in the U.S.A. However the increasing number of international schools and classes in non-English speaking countries makes its application as approach in teaching English as foreign language (EFL) and teaching content in English in these countries. The instructional design is organized by using teachers' knowledge on the content, the best and appropriate ways of teaching the content and knowledge of language involved in each subject matter. Such modalities are organized in certain ways in order to facilitate students' mastery of the content besides their language skills. The design is starting from what content is to be taught, appropriate techniques and strategies to help language learners, and its evaluation is often more focused on content mastery rather than language.

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