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The Role of Content-Based Method in Speaking Skill

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Dedication

This research is dedicated to our family especially, our parents who believed in us, motivated and supported us in our lives and study as well.

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Table of Contents

Dedication	I
Acknowledgments.....	II
Table of Contents	III
Section One	1
Introduction.....	1
Section Two	3
Theoretical Background.....	3
2.1 Speaking Skills	3
2.2 The Nature of Content Based Instruction.....	4
2.3 Content Based Instruction Models	5
2.3.1 Theme Based Models	6
2.3.2 Adjunct Language Instruction Model.....	7
2.3.3 Sheltered Content Instruction Model.....	8
2.4 Main Principles of Content Based Instruction	9
2.4.1 Teacher's Role	11
2.4.2 student's Role.....	11
2.5 Materials of Content Based Instruction.....	12
2.6 The Advantages of Content Based Instruction.....	13
Section Three	15
Experience and Reflection	15
3.1 Experience	15
3.2 Reflection	15
Section Four	17
Conclusions.....	17
References	18

Section One

Introduction

Content-based methods play a crucial role in enhancing speaking skills. By integrating language learning with subject matter content, students are exposed to authentic and meaningful materials, which can lead to more engaging and effective speaking practice. This approach encourages students to communicate about topics they are genuinely interested in, making the learning experience more enjoyable and motivating. Additionally, content-based methods provide opportunities for students to develop critical thinking skills, expand their vocabulary, and improve their fluency and accuracy in speaking. Content-based methods can benefit individuals of all ages and backgrounds in society. By using relevant and engaging content, these methods provide opportunities for anyone to practice and improve their speaking skills. Whether it's through discussions, presentations, or other interactive activities, content-based methods allow individuals to develop fluency, express themselves confidently, and enhance their communication abilities in various social settings.

According to Chaney in Susanti (2007,p.6)speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Additionally Grognet A.G (1997,p.136) Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. As Rivers (1981) Indicates that "speaking is used twice as much as reading and writing in our communication, This the teacher should employ an interested strategy and create a medium which can motivate the students in learning English". As Well as Fitriani,S. (2019) defines content-based instruction as a powerful innovation in acquiring and enhancing a language. The students focus on the subject matter than the language learning process. When students are interested and motivated in the material they are learning, they make great connections to life situations, learning language becomes a fun and easy activity, information is retained for long time.

The aim of this research is to shed a light on using the important principles of content based instruction inside the classroom and their impacts in improving students' speaking skill by the teachers.

This project consists of four sections; the first section is the introduction of the project. The second section deals with the Theoretical Background related to types, Models, Main Principles, Materials, Advantages, which are explained in detail. In the third section, experience and reflections have been described, In the fourth section, it Provide a concluding paragraph.

Section Two

Theoretical Background

2.1 Speaking Skills

Speaking skill is a skill of using language to communicate using verbal or nonverbal symbols orally in different context that can be improved through learning language. Speaking is a skill that is a part of the four language skills (reading, writing, speaking, and listening). It is also referred to as a productive skill because its primary use is oral communication.

Speaking is not the oral reproduction of written language; rather, it is the acquisition of a variety of subskills by learners that when combined provide a comprehensive spoken language competency (McDonough and Shaw, 2003,p.133). according to Chaney (1998) in Rahimy, R., & Safarpour, S. (2012), Speaking is the process of creating and conveying meaning through the use of both verbal and nonverbal symbols. It is crucial to language learning and instruction because learners must be able to communicate in a variety of contexts. means, speaking is the process while speaking skill is the ability of speaking that important and can be improved through language teaching and learning.

On the same hand, Theodore Huebner in Mevada S, & Gurjar, C. (2015) say that,
"Language is essentially speech, and speech is basically communication by sounds."

Therefore, based on the definitions provided above, it can be concluded that speaking is a useful skill for creating and conveying meaning through sounds and verbal and nonverbal symbols.

According to Azeem (2011,pp. 38-39) Language learners need to recognize that speaking involves three areas of knowledge:

- a) Mechanics (pronunciation, grammar, and vocabulary): utilizing the appropriate words in the appropriate sequence and pronunciation.
- b) Functions (transaction and interaction): Knowing when clarity of message is essential transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

c) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): recognizing that it is important to consider the person speaking to whom. Regarding what, why, and under what conditions.

2.2 The Nature of Content Based Instruction

Content-based instruction is a significant approach in second language and to teaching that focuses on using meaningful and authentic content as the basis for learning. Instead of just learning language skills in isolation, students learn through engaging with real-world topics and materials. It helps students develop both language proficiency and subject knowledge at the same time.

CBI needs more proficient language instructors. Teachers of languages need to be proficient in their subject areas and able to draw information out of their students. Furthermore, language instructors are accountable for ensuring that context and comprehensibility are at the forefront of their lessons, choosing and customizing authentic resources for the classroom, offering scaffolding to support students' acquisition of linguistic content, and establishing learner-centered classroom environments (Stryker & Leaver, 1993).

Richard and Roger (2001,p.204) say that, CBI is an approach to teaching second languages that centers the lesson around the knowledge or skills that students will gain ,rather than around a linguistic or other type of syllabus.

Furthermore, Krahnke (1987,p.65) defines CBI as the teaching of content or information in the target language with little to no explicit effort made to teach the target language apart from the content being taught.

Brinton, Snow, and Wesche (1989,p.2) offer the definition of CBI as “the integration of particular content with language- teaching aims”. The activities in CBI class are centered on the content being taught and students are expected to learn the content by using the target language.

According to Richard (2006,p.28), content pertains to the knowledge or topics we acquire or discuss via language, instead of the language employed for that purpose.

Historically, In language teaching, the meaning of the word "content" has evolved. Dialog-form vocabulary or sound patterns, audio-lingual methodology, and grammar-translation techniques are

all considered forms of content. The use of subject matter as a means of teaching or learning a second or foreign language is the current understanding of content.

Vyas and Patel (2009,p.120) state that CBI is crucial to produce pupils who can understand English without resorting to their mother tongue, selecting relevant information is crucial. Students can acquire new subjects as well as the communicative skills required for efficient language use through content-based training that emphasizes communication.

From the definitions and descriptions given above, it can be inferred that CBI is a method of teaching second languages in which the focus of the lesson is the content or information. Students pick up the language with little to no explicit effort because the language is understood to be used in meaningful contexts with real materials like text, images, newspapers, and so on. as a means of encouraging students to participate in the process of teaching and learning a language.

2.3 Content Based Instruction Models

The design and implementation of content-based teaching prototype models vary depending on a number of parameters, the most important of which are the type of instruction, educational setting, and level. While certain models are more widespread in second language environments, others are frequently used in foreign language settings. While certain well-developed paradigms have shown to be most effective at the secondary or post-secondary levels, others have proven to be quite successful at the primary school level. Similarly, the varying degree of focus on language or content that defines each specific program has a significant impact on the model's character, creating a continuum that sets "language-driven models" at one extreme and "content-driven models" at the other, Met envisions this continuation(1999,p.7).

This approach states that the main goal of instruction should shift from the language itself to the subject of knowledge in order to gather data. That's a creative way to differentiate yourself from the conventional language teaching approaches. Brinton, Snow, and Wesche (2010) assert that CBI is the successful and efficient integration of language elements and particular subject matter to support second language acquisition in academic contexts. Increasing student immersion, engagement, and motivation is the aim of CBI. Numerous strategies can be used to address this the three primary content-based education models are The theme-based strategy centers language

instruction around a major subject (dancing, music, or nutrition, for example). Language learners are taught grade-level material using the sheltered model of education, which is frequently employed with younger overseas students. The adjunct model (often used to overseas university students) facilitates the transition of upper-level students into a typical academic setting. (Hannah Kemp, Dana Dance-Schissel, 2023).

2.3.1 Theme Based Models

The most well-liked and extensively utilized CBI prototype at all instruction levels and in contexts involving second and foreign languages is likely theme-based courses. The theme-based model allows for a high degree of flexibility in terms of content selection, curricular organization, and procedural application. Courses are also autonomous, offering a strong language-oriented projection and not being parallel to other discipline courses as in the adjunct model. Because teachers are language teaching experts rather than subject lecturers, they work freely and don't need any organizational or institutional adjustments, which results in a lack of complication for imply that is seen as very favorable. The syllabus for theme-based courses is structured either around several subjects within a certain field or it includes several distinct topics related to a pertinent overarching theme or body of knowledge. In both instances, Snow explains, "Themes are the central ideas that organize major curricular units selected for their appropriateness to student needs and interests, institutional expectations, programs resources, and teachers abilities and interests" (Snow, 2001,p.307). A course often covers a number of topics as it goes along. As a result, a typical theme-based course would have several smaller units covering other topics that go deeper into or offer alternative viewpoints on the main issue. In general, themes should be organized to maximize theme unit coherence and to create a variety of chances for language and content exploration. In essence, every course consists of a series of subjects connected by the presumption of a consistent overall theme. Explicit language goals and objectives are present in theme-based courses, and they are usually more significant than subject learning objectives, In the on going that Met(1999,Figure 1). lays the groundwork for illustrating how much weight is placed on language and content throughout the various CBI prototypes. The theme-based method is positioned by her at the extreme of language-driven models, right before the category of "language classes with frequent use of content for language practice," which is merely a language instruction

technique and not a CBI prototype in and of itself. According to (Brinton, Snow and Wesche ,1989). Individuals make a distinction between "strong" and "weak" kinds of CBI, these courses would be the least representative of content-based models. According to this pattern, stronger versions would incorporate subject courses for L2 speakers in non-language disciplines, whereas weaker versions would contain language courses whose primary goal is to increase learners' communicative proficiency where mastery of the material is the main objective.

A course often covers a number of topics as it goes along. Consequently, a typical theme-based course might comprise several smaller units devoted to distinct subjects that explore deeper facets or alternative viewpoints of the overarching issue. In general, themes should be organized to create a variety of opportunities to explore both language and content, as well as to give the unit structure. In summary, every course consists of a series of subjects connected by the assumption of a logical overarching theme. The course is structured on the selection of engaging themes that address the needs, interests, and requirements of the students, particularly with regard to a broad range of contentious social issues. More significantly, it can facilitate the use of diverse language activities and the selection of relevant case studies. Teachers might choose some themes that can satisfy students' interests and linguistic proficiency after attentively listening to their needs and their prior job or study experiences. In addition, students in student-oriented classes are expected to actively participate in each lesson and independently explore the material. Additionally, it can clearly offer an insight into the many subjects being studied by selecting realistic teaching materials, which might help students understand the real world environment and become active in (Kiziltan & Ersanh ,2007).

2.3.2 Adjunct Language Instruction Model

The adjunct model aims to connect a purposefully designed language course with a regular academic course. Actually, adjunct-based education consists of two planned courses. It includes a topic course and a language subject, (Kiziltan & Ersanh, 2007). To effectively initiate and direct spoken instruction, Baecher , Farnsworth ,and Ediger (2014) .

highlights the idea that language instructors should be conversant with the pertinent information from specialized courses, which is undoubtedly difficult for them to do. It is especially important

for language teachers and content teachers to foster teamwork in the actual operation by selecting various teaching strategies to illustrate new words and expressions. Mutual consultation should be conducted over the two courses' syllabuses, (Dellicarpini & Alonso ,2014). The primary goal of adjunct courses is to assist students who do not possess the language proficiency required for effective business communication. As a result, it will aid in both improving linguistic expression and understanding business information. In light of this model, learners will place a greater focus on language competency, and in order to meet learning objectives, pupils will be given a large number of assignments. Additionally, by applying the relevant information that they have gained from the courses, it may boost students' confidence enough to actively express their own thoughts and give speeches. Everyone agrees that teaching grammar is no longer the main focus of instruction (Bielak & Pawlak ,2013). Adjunct CBI at this level does not demand a high level of language proficiency, instead, it emphasizes the flexibility with which language applications can be applied and the practical expression of ideas. In fact, the main issue is not the linguistic form. The subjects taught much outweigh the language proficiency. The target audience for the adjunct model is students enrolled in regular content courses who, absent additional support, lack the language competence required to advance successfully in the subject-matter proficiency. There is a common topic basis between the adjunct classes and the regular discipline despite the fact that their specific areas of emphasis differ the language teacher stresses language skills while the content instructor concentrates on academic concepts, employing the academic subject as the backdrop against which the language learning process is contextualized. As a result, the adjunct courses serve as a supplement to traditional subject area courses, and several authors have claimed that (Snow & Kamhi-Stein,1997). Provide fantastic chances to hone the academic coping mechanisms required to handle challenging academic material.

2.3.3 Sheltered Content Instruction Model

In many settings, sheltered courses are rather prevalent, these are typically found in secondary and post-secondary education. "A sheltered content-based course is taught in a second language by a content specialist to a group of learners who have been segregated or 'sheltered' from native speakers," according to a fundamental definition of the approach (Brinton , Snow & Wesche, 1989,p.15). The term 'sheltered' refers to the deliberate division, for the purposes of content

instruction, between second language learners and native speakers of the target language. Lectures in sheltered instruction are typically given by content instructors rather than language teachers. Nonetheless, content instructors must be cognizant of the learners' linguistic needs and proficiencies as well as the peculiarities of the language acquisition process. Some authors (Gaffield-Vile ,1996), however, emphasize the possibility that the instructors are either subject-matter experts in language education or educators collaborating with content and language professionals. The curriculum is typically not watered down and contains the same components as a conventional topic course, but there must be a clear accommodation of the instruction to the students' level of language competency in order to reach the intended targeted teaching goals. Although one of the model's main objectives is to hasten students' language development so they can complete the course, it's important to remember that the overarching goal of sheltered courses is to facilitate subject acquisition rather than language learning.

Thus, within the overall CBI framework, this model is among the most content-driven paradigms. Sheltered courses are more common in contexts involving second languages than in foreign language education. The University of Ottawa in Canada created the first sheltered courses in post-secondary education as an alternative to the conventional university foreign language programs for non-native speakers (Edwards et al,1984).

This course is different from a standard "Introduction to Sociology" course not because of the material, which is the same for both the sheltered and normal versions, but rather because of the accommodations made to address language barriers in order to support non-native students' academic performance. But also to support students as they improve their language proficiency, especially in those academic areas necessary for effective higher-level study. Therefore, the course would be a very useful transition between traditional university subject-matter courses and skill-based EAP courses for non-native students.

2.4 Main Principles of Content Based Instruction

The theoretical and research foundation that underpins the area of CBI is comprised of these principles. CBI is not a method, rather, it is essentially a curricular approach or framework. The majority of foreign language courses place more emphasis on language acquisition than on

teaching students how to communicate effectively about pertinent subjects. CBI, in contrast, is an approach to curriculum design that seeks to reach a balance between language and content instruction with an emphasis

"on using the language rather than on talking about it" (Lightbown & Spada, 1999, p.92). Teachers will learn about the fundamental ideas of CBI in this module through readings and comprehension exercises. Mimi Met presents an introduction of the concepts and offers the idea that CBI programs fall on a continuum, ranging from content-driven to language-driven, in "Content-Based Instruction: Defining Terms, Making Decisions.

Teachers are tasked with identifying the features of language- and content-driven programs as well as locating them on the continuum through interactive activities.

Since CBI involves students actively participating in the sharing of content, its tenets are deeply anchored in the concepts of communicative language education. According to (Richards and Rodgers, 2001). CBI is founded on two important tenets: (1) When people utilize their second language as a tool for information acquisition rather than as a goal unto itself, they are more likely to succeed in learning it. (2) A second language learner's needs are more accurately reflected in CBI. It is undeniable that people who are faced with basic necessities in real-world situations-such as getting food, studying, finding a job, or something else entirely-may find it simpler to learn and apply the target language as a tool for practical purposes (Brinton,2003). Few other CBI tenets to supplement the ones mentioned by (Richards and Rodgers, 2001). These guidelines are important for language instructors who want to incorporate and support CBI into their classes and educational settings.

Here are some principles of content based instruction:

- 1-The objective of the subject matter content is to teach languages.
2. The instructor assists pupils in expressing themselves by working with them to construct a whole utterance.
3. The best way for pupils to learn a language is to utilize it to communicate interesting and informative content.
- 4-When there are contextual cues to help convey meaning, vocabulary acquisition is made easier.

5. Students require language assistance when working with real-world material. The instructor may employ comprehension tests, incorporate some redundancy, and give several instances.
6. Within the framework of real-world information and text, students engage with relevant, cognitively challenging language and subject (Freeman, 2003, pp. 137-144).

2.4.1 Teacher's Role

The Content-Based method requires a lot of work and effort to teach. In addition, to possessing the necessary subject-matter expertise, the teacher must also play the roles of a competent language instructor. The teacher must also select the course material. He must modify the material to the learners' language level if it is not appropriate enough. Nonetheless, educators have access to a wide range of resources for Content-Based instruction. First of all, educators can and ought to use real resources, including ads and newspaper stories. The typical duties of language teachers are expected to shift, according to CBI. Teachers need to be more than merely proficient language learners. They need to be able to extract that knowledge from their students and possess subject-matter expertise. In addition to becoming student needs analysis and designing genuinely learner-centered classrooms, teachers are responsible for choosing and modifying authentic maths materials for use in the classroom. It is most likely that they are dedicating themselves to the production and modification of content.

According to Stryker and Leaver, a CBI instructor must possess the following essential skills, modifying the style of instruction in the classroom, utilizing group work and team-building strategies, organizing jigsaw reading arrangements, defining the language and background knowledge needed for students' success, assisting students in developing coping mechanisms, using process approaches to writing, utilizing appropriate error correction techniques, and cultivating and maintaining high levels of student respect.

2.4.2 student's Role

Students are actively involved in a Content-Based classroom setting. On the one hand, they are in charge of their own learning process and their support of others and, on the other hand, they

may partly choose content and activities. Being actively involved and taking responsibility in a classroom environment appears to be motivating for some though rather overpowering to others. Many students may believe that they are unable to keep up with the amount of work and fresh material. One of CBI's objectives is for students to become autonomous, enabling them to recognize and control their own learning process from the outset "(Stryker and Leaver, 1993, p.286). CBI courses anticipate that student will support each other in collaborative modes of learning. CBI belongs to the pedagogical "by doing" schools of learning. It is expected of learners to actively interpret input, to be open to uncertainty during the learning process, to investigate different learning approaches, and to seek out multiple interpretations of both written and spoken materials. Students themselves may serve as content providers and collaborate in choosing the subjects and exercises.

2.5 Materials of Content Based Instruction

materials need to motivate students to pursue the target language, as Vyas and Patel cited from Brinton (2009, pp.131-132). "Every attempt should be made to select materials which reflect the needs and interests of the students and to choose content areas in which the language teacher has some interest or expertise." According to Met, "Materials also should be enhancing language learning by providing motivating topics to communicate about, and enhancing language learning by providing meaningful, purposeful language practice opportunities drawn from a variety of topics"

Met asserts, "Careful planning for language development can be useful in ensuring that students gain language competence that will be useful in settings beyond the school itself."

It is necessary that students can employ what they learn in real life. Snow (2001) suggests, "In order to develop communicative competence. learners must have extended opportunities to use the second/ foreign language productivity. Thus, in addition to receiving comprehensible input, they must produce comprehensible output; in other words, explicit attention must be paid to the productive language skills of speaking and writing."

There are several key points required in material-making, Short (1991) state:

"In order to make English language input as comprehensible as possible, the teachers should present information through diverse media, realia, graphs, demonstrations, pre-reading, and pre-writing strategies. The focus of the instruction should be motivated by the content to be learned which will help identify the language skills required to learn that content and the reasoning abilities needed to manipulate it".

The way that the instructors deliver the scheduled material in their materials needs to be carefully considered. It is especially crucial to arrange tasks in a sensible sequence. Visual aids are also very helpful in enhancing students' comprehension. Building one's vocabulary is widely regarded as one of the most important aspects of teaching English. Thus, pertinent vocabulary exercises must be included in the materials at the appropriate times. The development of materials must, above all, prioritize encouraging critical thinking and requiring students to draw on a variety of past experiences and abilities.

2.6 The Advantages of Content Based Instruction

content-based language instruction has numerous benefits. Research indicates that students in content-based language classrooms exhibit higher levels of motivation, engagement, and critical thinking, all of which contribute to a more profound learning process (Brown, 2007; Ewert, 2014; Hunt, 2011; Kirschner & Wexler, 2002). In other words, developing a curriculum around content or incorporating activities based on content into an already-existing language curriculum seems to benefit students greatly in terms of learning new information. Maybe this is also a result of the students' perspective shifting from formal evaluation to real-world language use. Brown (2007, p.56) explains "students are pointed beyond transient extrinsic factors, like grades and tests, to their own competence and autonomy as intelligent individuals capable of actually doing something with their new language" .

In addition, Kirschner and Wexler (2002) assert that the belief that their needs are being satisfied and that their time is being well-used is the source of student motivation. Furthermore, In an environment like ours where EAP (English for Academic Purposes) courses are required, it is especially important for students to perceive readings as relevant to their needs and to cooperate if they are chosen from within their field of study (Kirschner & Wexler, 2002, p.164). Ewert (2014)

asserts that studying the material enables students to draw connections to what they have already learned, which is a known effective tactic.

Here are some advantages of CBI:

1. Learning a second language will be highly motivated for students as the CBI courses and classes directly meet the needs of the learners
2. Learning is made more meaningful when real materials are used.
3. The goal of this method is to help students acquire practical and communication skills.
4. Through meaning in content, all language skills are taught in an integrated manner.
5. Comprehensible input is much more focused.
6. This method exposes students to study techniques and helps them acquire a range of language skills that will help them with the variety of academic tasks they will come across.
7. Since students in CBI classes take active, independent roles in their education, the program places a strong emphasis on student autonomy.
8. The language activities in CBI language classes are tailored to the subject matter and designed to encourage students to learn through the target language.
9. It explores of the alternative learning strategies.

These days, all language instructors prioritize the communicative approach to teaching languages. Content-based instruction is founded on the communicative notion, which has been applied in many different contexts. It provides teachers with countless opportunities to tailor their lessons to the interests and needs of their students while providing them with engaging and relevant content. Moreover, Chamot and O'Malley (1994,p.26) said that there are at least four reasons for incorporating content into the English as a Second Language (ESL) class as follows:

1. Content gives students the chance to learn critical information in a variety of subject areas.
2. Students are able to practice the language functions and skills needed to understand, discuss, read about, and write about the concepts developed.
3. When students are studying content, they are more motivated than when they are merely learning language.
4. Students can learn strategies in a context that is provided by the content.

Section Three

Experience and Reflection

3.1 Experience

During our research, we selected a topic that we initially deemed easy; however, we soon discovered that no research topic is inherently easy. Every research topic necessity needs and thorough research to fulfill the expectations of the instructors. We have been learned that the content-based method in developing speaking skills is really effective. It allows students to learn and practice speaking while engaging with interesting and relevant topics. By focusing on meaningful content, it helps improve both fluency and accuracy in expressing ideas. It's a great way to enhance speaking skills and build confidence.

There is no doubt, CBI is very important and teachers in universities and schools through skills and experience and using different training and competent organization, and Students need to take advantage of the activities and take responsibility for it. Of course ‘during the academic years ‘we have seen many different activities and approaches that have helped students learn languages ‘such as the Sheltered Content Instruction Model and adjunct Language Instruction Model ‘which teachers have been able to use ‘as this model is often used in higher education settings ‘including universities and colleges. It is commonly used in ESL (English as a second language) or EFL (English as a foreign language). Instruction based on ideal content has been found to be effective in improving language proficiency and content information and academic success overall. We think that if these models are used ‘it will be very useful to learn how to speak intelligently.

3.2 Reflection

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Section Four

Conclusions

In the study, the improvement of student speaking skills through content-based instruction was examined. Specifically, the research focused on how content-based instruction enhanced students' speaking abilities and described the teaching and learning situation in the speaking class. Content-based instruction (CBI) involves teaching content or information in the target language without explicitly teaching the language itself.

There are three models of content-based instruction. The theme-based model offers flexibility in content selection, organization, and application. The adjunct model aims to connect a purposefully designed language course with a regular academic course. Sheltered courses are more common in contexts involving second languages. One of the main principles of content-based instruction is that the instructor assists pupils in expressing themselves by working with them to construct complete utterances.

Content-based instruction has more strengths than weaknesses. It increases students' participation in the speaking class by providing practical and interesting content. CBI is highly flexible, allowing for various types of activities that motivate students to participate in speaking tasks. It also accommodates individual, pair, and group work based on the content. Pair and group work help eliminate students' psychological barriers and increase their self-confidence. Moreover, students not only learn from their teacher but also from their friends. In group work, each member of the group works hard to complete their tasks and maintains a competitive spirit with other group members.

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