

Teaching Reading via Content-Based Learning (CBL) For A2 Level Learners: Family

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Abstract:

Developing proficiency in reading serves as a cornerstone for language acquisition and is essential for enhancing overall language competency. It lays the groundwork for improved vocabulary, comprehension, and language fluency, paving the way for successful communication and broader linguistic development. Aims of research

- To investigate the effectiveness of content-based learning in improving reading proficiency for A2 level learners within the thematic framework of «Family»
- To evaluate the learning outcomes resulting from the integration of content-based learning in reading instruction for A2 level learners within the context of family-related content
- To explore the pedagogical approaches and strategies for integrating content-based learning into reading instruction targeted at A2 level learners, with a thematic emphasis on «Family»

Keywords: CBL, teaching reading, language competency linguistic development.

Introduction : English Language Teaching

There are more than five thousand languages in use in the present world, yet the English language has gained topmost position in the sense that it is the most widely used international language. It is used as a link language because it is used to communicate with the people who speak other languages apart from English as their native languages. English is the most prominent language in almost all areas, for example, business, education, mass media, international diplomacy, science and technology, economics, politics, medicine, world marketing, law and so on. It is rich in its vocabulary, in its use, structure and literature. According to Crystal (2003), “A quarter of the world’s popular speaks English.” (as cited in Harmer, 2002, p.1). So, the sound knowledge of the

English is the most popular demand of the current world. But, there is no consistency of using approaches, methods and techniques.

Under current communicative approaches, Richards and Rodgers (2009) have mentioned the following:

- a) Communicative language teaching
- b) The natural approach
- c) Co-operative language learning
- d) Content- based instruction
- e) Task-based language teaching.

Here my concern and the area of interest is Content –Based Instruction

Content-based Instruction

Content- Based Instruction (CBI) or Content Based Language Teaching (CBLT) is a communicative approach to second language teaching in which teaching program is organized, around content rather than a linguistic syllabus. Saint Augustine was an early proponent of CBI which emerged in 1980s. It draws on the principles of communicative language teaching. Classroom should focus on real communication about the subject matter from outside the domain of language. The subject matter was not grammar, function or some other language -based unit of organization but content. Krankhe (1987) mentions, «It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught» (as cited in Richards and Rodgers, 2009, p.204). CBI is a different from traditional foreign language teaching method.

Content-Based Instruction is an approach in which the teaching is organized around the content. Likewise, the principles of Content-Based Instruction are heavily rooted on the principles of communicative language teaching since they involve an active participation of students in the exchange of content. This article reflects upon Content-Based Instruction as a relevant language teaching approach, its background, the definition of the concept, and its principles. Moreover, the article reports on Content-Based Instruction's distinctive characteristics and its main models. Additionally, a Content-Based Instruction lesson plan with its materials is provided. Finally, a set of conclusions and implications is also discussed.

Several definitions of CBI have been provided by different researchers and authors. This section offers pertinent information on the definition of this concept. CBI proposes an approach in which students acquire the target language through content. Richards and Rodgers (2001) say that «Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus» (Richards & Rodgers, 2001, p. 204). Content usually refers to the subject matter that people learn or transmit using language (Richards & Rodgers, 2001). Content-based instruction is «the teaching of language through exposure to content that is interesting and relevant to learners» (Brinton, 2003, p. 201). Snow (2001) goes beyond when defining the concept of content. Snow (2001) said: Content... is the use of subject matter for second/foreign language teaching purposes. Subject matter may consist of topics or themes based interest or need in an adult EFL setting, or it may be very specific, such as the subjects that students are currently studying in their elementary school classes. (Snow, 2001, p. 303)

The aims of this study were to find out the effectiveness of Content-Based Instruction method in teaching reading for second grade of SMAN 1 Donorojo Jepara and to find out the reading

comprehension ability of the second grade of SMAN 1 Donorojo Jepara. The population of this study was from the second grade MIPA which consists of 143 students from 4 classes. The samples of this study were class XI MIPA 2 as control group and class XI MIPA 4 as experimental group. The samples were selected by random sampling technique. The instruments used in this study were reading pre-test and post-test. The data were collected from observation and reading comprehension tests. The data were analyzed statistically in the form of t-test. To find out the significant improvement, the researchers conducted t-test using Paired Sample t-test, it showed that the sig. (2-tailed) of experiment is 0.00 and control group is 0.02. $0.000 < 0.05$ and $0.02 < 0.05$. There is a significance difference in the result of students' learning scores between the experiment and control group. The students' ability in reading comprehension in second grade of senior high school in SMA Negeri 1 Donorojo Jepara in comprehending English text is poor, after taught using CBI method, the frequency of post-test increased from poor to very good. Teachers may use the CBI method as an effective and innovative teaching method to improve students' reading skill. CBI method is also recommended to be applied in the hybrid classrooms.

Reading is one of the important skills in English, it gives many benefits for us. By reading, people can get more knowledge and information from books, magazines, newspapers, and others. Reading is the most important component in learning process and social interaction because, first, reading is an indispensable communication tool in a civilized society. Second that the reading materials produced in any period time in history are most influenced by social background. Third, developments in the recorded history of reading have led to two very different poles (grey in tarigan, 1957:1099). Reading is bringing meaning to and getting meaning from printed or written material (finochiaro and bonomo in Tarigan, 1973:119). Through the reading activity, the students can enlarge their knowledge in the teaching reading activities, a good method, media, and strategy are needed in this research. A good method can be an effort the students' reading ability better. There are four skills in learning process; listening, reading, speaking, and writing. In this research, the researcher focused on reading skill. There are many problems of reading skills, so the students will have an opinion that English learning is difficult in particular the reading skill. The students know from their test results that they always failed in the reading text. This matter will out from the goal of teaching-learning. The solution to thus problems is that the teacher should know more about approach, method, and strategy in learning English, as the method will support the teacher way to make his teaching-learning more effective.

This research is motivated by the low ability of reading comprehension in SMA Negeri 1 Donorojo. This is caused by three things: students have low motivation, students still using Indonesian in the classroom and the approach used by teachers in teaching reading is less effective. Sukma (2010), states that the rising need and demand of English as a means of international communication in the global era motivates English teachers to apply different kinds of methods and techniques in classroom during these 30 years. It began with traditional method which focused on grammatical competence, where grammar as the center point in producing sentences in this case is grammatically correct. Based on the problems above, the author introduces an approach in teaching reading. Content-based instruction (CBI) is an approach to language learning as a second language or foreign language where learning is structured more based on the topic rather than based on linguistic elements" (Richards & Rodgers, 2001).

The advantage of using CBI method can make the class more active, the learning process is more interesting and students gain broader knowledge. Next CBI can increase students' motivation in learning English because the topics used are in accordance with the interests of students, also CBI creates an atmosphere student-centered class. Content-based teaching differs from traditional language classes because language comes second to the content. In other words, the teacher runs a course on current affairs, or American history, or fiction writing, through which students also learn

English. It is important to note that English ends up as subordinate to the material, although the teacher must recognize and be prepared to help students with language skills. CBI requires better language teachers. Language teachers must be knowledgeable in content areas and be able to elicit knowledge from students. In addition, language teachers have such responsibilities as to keep context and comprehensibility foremost in their instruction, to select and adapt authentic materials for use in class, to provide scaffolding for students' linguistic content learning, and to create learner-centered classrooms (Stryker & Leaver, 1993).

Literature review

Teaching reading skills to A2 level students through content-based learning has garnered substantial attention in educational research due to its potential to enhance reading comprehension while engaging students in various academic disciplines.

Content-Based Instruction (CBI)

Content-based instruction (CBI) has emerged as a significant instructional methodology aimed at developing English language performance through the integration of subject matter content with language instruction (Villalobos, 2013). It aligns with the principles of communicative language teaching, emphasizing active student participation in exchanging subject matter content.

Impact of Content-Based Instruction on Reading Skills

Adhikary (2020) delved into the impact of content-based instruction on the teaching and learning processes of reading skills. Through a comparison of pre-test and post-test scores, the study revealed a significant improvement in students' reading skills when taught through CBI. This finding emphasizes the potential of CBI in enhancing reading abilities among students.

Implementation and Evaluation of Content-Based Instruction

In a study by Wafiroh et al. (2022), the focus was on the implementation and evaluation of Content-Based Instruction (CBI) in teaching reading skills to second-grade students in a senior high school. The study aimed to assess the effectiveness of CBI in teaching reading and evaluate students' reading comprehension abilities. The findings revealed a significant improvement in students' reading comprehension skills after implementing CBI, indicating its potential as an effective instructional approach.

Versatile Nature of Content-Based Instruction

Crandall (1999) emphasized the versatile nature of content-based instruction, extending beyond traditional grammar and vocabulary-focused methods to encompass communicative language teaching and humanistic approaches. The essential features of language acquisition and academic content integration remain central regardless of the instructional approach.

The literature review illustrates the potential of content-based learning in enhancing students' reading skills through its integration of subject matter content and language instruction. The studies emphasize the significant impact of CBI on students' reading comprehension abilities and its potential to enrich language development and critical thinking skills within an academic context. The diverse range of studies reviewed indicates the multifaceted benefits of CBI in fostering language development and academic content integration.

Research methodology

Mixed-methods approach: observation, interviews, and questionnaires.

This research employs a comprehensive mixed-methods approach, incorporating diverse data collection methods to gather multifaceted insights into the effectiveness of content-based learning in teaching reading skills to A2 level learners within the thematic context of «Family».

In-depth observations of a teacher implementing CBL, interviews with experienced teachers, and student feedback through questionnaires.

- The research incorporates in-depth classroom observations to capture the practical implementation of content-based learning principles. Additionally, interviews with experienced teachers provide valuable perspectives on the integration of CBL into language instruction. Furthermore, student feedback obtained through questionnaires offers essential insights into the impact of CBL on their reading skills and overall language learning experiences.

Participants

The research study involved a group of 8 students at the A2 level. Throughout the research process, these students actively engaged in content-based learning interventions focused on reading skills within the thematic context of "Family."

Results

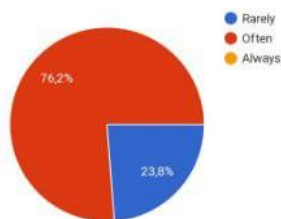
The analysis involved 8 participating students, where pre and post-test scores were meticulously organized, cleaned, and analyzed. The results showed a significant collective improvement in post-test scores, with an average increase of 0.875 points across the group. Each participant exhibited individual growth, surpassing their initial performance in the post-tests.

Nº	Student Name	Pre-test score	Post-test score
1	Shakhlo	4	5
2	Robiya	4	5
3	Muslimbek	3	4
4	Kamilla	4	4
5	Mukhlisa	5	5
6	Rukhshona	4	5
7	Otabek	4	5
8	Sardorbek	3	5
Total:		3,875	4,75

How often have you engaged in content-based learning activities in your classes?

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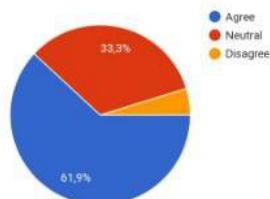
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Do you feel that content-based learning helps you understand the subject matter better?

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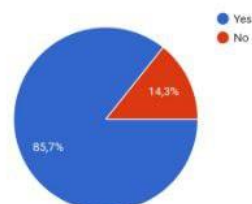
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Do you feel more confident using the language because of content-based learning?

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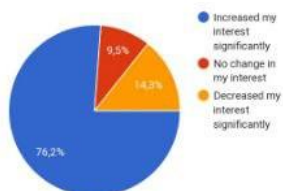
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How has content-based learning affected your interest in reading or understanding texts related to the subjects studied?

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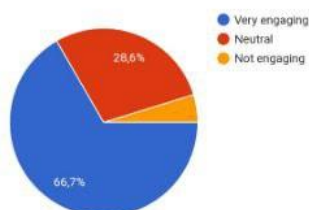
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Rate your level of interest and engagement in content-based learning activities:

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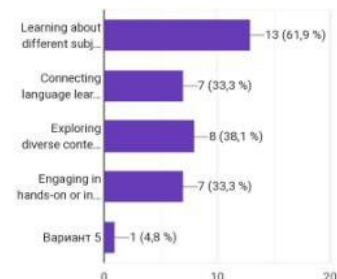
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What do you find most appealing about content-based learning?

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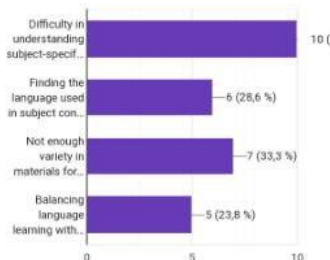
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What challenges, if any, have you encountered with content-based learning?

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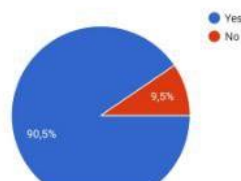
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Do you think content-based learning has improved your overall language skills (e.g., reading, writing, listening, speaking)?

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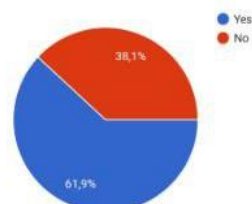
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Would you prefer more content-based learning activities in your classes?

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Conclusion

The research was aimed at exploring the effectiveness of teaching reading via Content-based Learning (CBL) for A2 level learners with a focus on the theme of Family, it was immersed in a wealth of experiences, insights, and data. The process has been illuminating, challenging, and ultimately rewarding, offering valuable lessons that will undoubtedly shape my approach to language teaching in the future.

Observation and Data Collection:

The research began with the observation of a dedicated teacher in a real classroom setting. This firsthand experience allowed to witness the dynamics of implementing CBL in teaching reading as well as the engagement and responses of the students. The observations provided a valuable foundation for understanding the practical implications of CBL in language education. Furthermore, gathering information about research topic through an extensive review of academic literature, which offered a comprehensive overview of the theoretical underpinnings, methodologies, and best practices associated with teaching reading through CBL. This phase not only enriched my theoretical understanding but also provided crucial context for the subsequent stages of my research.

Lesson Planning and Assessment:

Central to research were the development of two meticulously crafted lesson plans designed to implement CBL in teaching reading with a specific focus on the theme of Family. The lesson plans served as the practical manifestation of the theoretical concepts and strategies explored in the literature and allowed for the application of CBL principles in a real classroom environment.

Furthermore, the pre and post-test assessments played a pivotal role in measuring the efficacy and impact of the CBL approach on the students' reading comprehension and engagement. The data gathered from these assessments not only provided quantitative insights into the students' progress but also facilitated a nuanced understanding of the strengths and limitations of the CBL methodology in the specific context of teaching reading at the A2 level.

Conclusion and Future Implications:

The multifaceted nature of the research process, encompassing observation, literature review, interviews, questionnaire design, lesson planning, and assessment, has invigorated my perspective on language teaching and underscored the transformative potential of CBL in enriching the reading experience for A2 level learners. Moving forward, the insights garnered from this research will inform my pedagogical approach, inspiring me to further refine and innovate instructional strategies that harness the power of CBL to foster a deeper and more meaningful engagement with reading among language learners. Moreover, the findings of this research hold promise for contributing to the broader discourse on language education, offering evidence-based insights that may inform curriculum development and instructional practices in similar contexts.

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