Modernistic Upgradation of Content-Based Instruction in Teaching English As A Second Language

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Abstract

Content-Based Instruction is continuously evolving. It has gained recognition as a resourceful approach. This paper highlights on budding linguistics and enhancing basic knowledge to the second language learners. This paper exhibits how language learning can be encouraged by being relevant to Content-Based Instruction. It presents the advantageous properties of the three basic prototypes. It highlights the condition where the three basic models of the Content-Based Instruction takes up modernistic features to develop skill-based English learners. This system of study definitely activates the growth of the proficiency of English as a second language. It will engage the students to acquire source material for study. Content-based Instruction has proved its mettle over the years. It concentrates on nurturing learners' language learning skills in the acquisition of the second language. It has been taken into consideration that this approach is widely used by implementing its models one at a time in a particular setting. This paper features the combination of the three basic prototypes of Content-Based instruction implemented in a class setting. This paper opens up the multiple possibilities that are purposefully designed to cater to the different needs of the English language learner. It aims at offering a conceptual description of the main characteristics of Content-Based Instruction, specific application of the three models of Content-Based Instruction combined, and continue to evolve with the singularity in its intention to improve oral articulation, comprehension, fluency, and production of speech skills. The core purpose of this article is how the integration of language and content learning give rise to a number of Content-Based Instructional models. This paper brings about the functional aspects of improving skill set in learners in a more effective manner by combining the three prototypes of Content-Based Instruction. The evolution of Content-Based Instruction has taken a winning position in teaching English as a second language.

Keywords: Content-Based Instruction, Second Language Learners, Speaking Skills, Prototypes, Language Learners

Introduction

It is a known fact that learners learn fast and indulge to learn more if they are interested in the subject matter that which they are learning. When students are involved directly, the impact of study becomes profound and of high utility order. Zeal and interest go hand-in-hand in learning English as a second language. Before concentrating on the students' problem in learning English as the second language and before considering why students even after spending 10 to 12 years of learning the English language in their academic curriculum are not able to utter correct sentence. This situation calls for a dire need for teachers instruction. There is no doubt in teachers' untiring service and there is no doubt that students of the present day do not convey their thoughts and feelings with the proper disposition of language but adapt various measures of dissuading and misusing the language. The standard of oral English has come down to such an extent that students find it hard to express themselves or even pass through an interview. Such a situation calls for a system that is flexible enough, befitting students' area of interest catering to their age. Combining the different models of Content-Based Instruction is a highly demanding task for a teacher to experiment but it is promisingly rewarding.

Content-Based Instruction - An Introduction

Content-Based Instruction is a communicative language teaching approach. It gives more weightage to meaning than to form or the grammatical rules. This is a skill-based, skill-oriented, and skill-developing functional-notional approach. Content-Based Instruction relies upon task-oriented teaching English as the second language. It is an unconventional language teaching method that has broken the shackles of the stringent traditional grammar-oriented methodology of teaching. Content-Based Instruction is completely focused on the functional literacy of young English learners. In addition, Content-Based Instruction totally delves on elevating the speech skills in the classroom scenario. Relative teaching to connect what has been taught in the class catering to the real-life situation is another challenging yet promising feature of

Content-Based Instruction. However, the Content-Based Instruction has taken an innovative giant leap when it integrates its three basic prototypes in order to drive remarkable results on improving speaking and inculcating continuous probing in-depth learning spirit in English learners.

Three Prototypes of Content-Based Instruction

1.Theme-based language model

Theme-based language model is a program of language study in which a curriculum is formulated around certain chosen topics or themes that have been taken from a particular content area such as agriculture, sports, population, pandemic or based on the curriculum like Nature Poets, Cuneiform writing or Deserts of the World. Enriched subject matter in theme-based language instruction is usually selected by the tutor of the English language. Teacher-generated sources are also adapted from outside sources. Integrating the topic into the language skill education forms the central function of the Content-Based Instruction. Such an attempt sets the goal for the learners. Continuous assistance is offered to the young English learners by the language facilitators. Interesting and relevant source materials are provided with interest and involve the students to learn 'something new' during the study hour. Theme-based language instruction is implemented virtually and in any existing educational setting. Hence, it is the most widespread of the three content-based models. Another major feature of this model is that the theme or the topic can be selected catering to students' interests.

2.Sheltered content model

This model considers the students' limited proficiency in teaching English as a second language. Sheltered content instruction accommodates a content-based curriculum. Consequently, sheltered courses closely keep in touch by segregating the second language learners from native English speakers. It has managed to follow a tradition where all second language learners are secured in a separate sheltered so-called 'linguistic boat'. Again, Sheltered content instruction believes in bringing necessary changes and simplifications, thus setting a better learning situation for the language learners. This creates low-anxiety in second language learners. Such a modification is done in the selection of suitable source materials for the learners and adjusts course expectations catering to the need of the English learners. This method was originally formulated for elementary foreign language immersion programs, but now it delivers a good content level of English language knowledge to the elementary and the primary level of English learners who learn English as the second language.

3.Adjunct language model

Adjunct language model is two courses linked method. One is a content course and the other is a language course. Both these courses have a common content course as its base. They differ in their focus on instruction. The language studies are taught by the language tutors and teachers with the main focus orienting and boosting language learning skills, whereas, the content instructor concentrates on academic concepts. Coordination is highly required on the part of the language instructors and the subject tutors. Also, the language teachers undertake extra effort to make the content familiar to them. The interlocking of the two curricula, modifications of both of the courses help the students to develop coping strategies when they face academic challenges. This method suffices as long as the students acquire language skills that are advanced to help them to participate in content classes that are usually taught by native speakers.

Content-Based Instruction - Modernistic Growth

1. Immersion Model

Immersion model was mainly focused on instructing foreign languages like Spanish, Chinese, and the like. These programmes can be found in the early, middle, and late as well as partial immersion course of study. Despite some differences in this, they all share some of the common objectives such as, the target language, undoubtedly English is the highlighted language aimed for development. Moreover, it works for the betterment of the language proficiency of the English language learners who are the second language (L2) users. It not only works for the academic achievement for the L2 users but also paves the way to appreciate the culture of the target language (TL).

2. Monterey Model

The Monterey Model was formed bringing in elements from the basic prototypes of Content-Based Instruction. This model is layered with a number of language usage, comprising a number of disciplines and content-based language teaching model. Practical-oriented, as it sounds, the model is also authentic and known for its functional use. It makes the language teaching more purposeful opening the dimensions of comparative studies. The Monterey Model is an inter-departmental joint effort. This involves the faculty of two or more academic departments. During the planning stage, the faculty team engages in a negotiation, selection, and determination of the content area. They come to a common ground of selection. In the implementation stage, the study is allotted to several portions of short courses based on the topics selected. The target language solely used as the mode of communication. The language learners get exposed to the target language for several weeks. They meet at a plenary session to show their findings and exchange their viewpoints in the language of study. This one of a kind learning experience widens language learners' perspectives. This model is flexible and the choice of subjects is varied. This leads to adopting a variety of educational settings.

3. Direct content model

This model is similar to the Model of Total Immersion. The target language is used as a communication language. All the classroom activities like readings, classroom discussions, all assignments take place in the English language. Unlike in the sheltered model, no alterations are made for the sake of the foreign students, who learn English either as a second language or as a foreign language.

4. Team content model

Just like the Adjunct model, in the Team content model, the course of study is taught by two instructors. One tutor is for teaching language instruction and one teaches the subject matter. Collaborative teaching takes place in such a situation. The team-teaching format is utilized. This helps in maximizing the learners' learning opportunities. This is achieved by merging the teachers' knowledge and talents of the teaching team.

5. Subsidiary content model

The subsidiary content model is a content-oriented model. A specialist in the enriched source material presents the subject matter in the native English language. After the new portion of the study is delivered, the scope and the depth of the study of language is examined. The language facilitator uses English as a second language knowing where it is needed with greater specificity.

Course planners' choice

Selecting an effective model of Content-based instruction can be both demanding and trying for the instructor and the language learners. At the same time, it assures an inspiring and a gratifying effect. The extent to which a language teacher implements this approach totally relies on the accessibility of source materials and the compliance of the language learners with their teachers along with the administration. Course planning comprises many decisions. At each decision point, the range of options available and the conditions that may affect decisions are to be examined. Several examples from a variety of content-based language courses accelerate the decision-making process. The appropriate course of study for the particular age and the choice of the subject matter suited for their educational growth leading them to the next level should be the main priority of the language facilitators. Presenting a hybrid model not only engages the learners in a surprise mode but naturally sets the learners for learning something new in each class session and switch to show interest and will be eager to learn what the teacher intends to teach.

Advantages of Content-Based Instruction

Content-Based Instruction has a balanced outlook by considering both the content and the language properties of English study in a fruitful manner. It has proved highly beneficial to language learners who learn English as a second language. Some of the benefits of Content-Based Instruction are as follows.

1) As Content-Based Instruction is student-oriented, language learners take up the initiative in learning their portion of the study. Teachers' success depends on how they are able to keep the interest level of the language learners alive.

2) Authentic materials, content, and contexts continuously keep the motivation level high on English learners. creative thought development, brainstorming, and highly interactive classroom motivate the learners to engage themselves in learning.

3) The presence of actively enriched source materials that form the crux course of study in Content-Based Instruction promotes the learners with the chance to think actively by engaging themselves to connect to the real world.

4) Content-Based Instruction allows students to develop critical thinking and life skills. This extensive learning approach is used in countless ways outside of the language instruction environment in the real world too.

5) Active thinking quickens the efficiency of acquiring the language in a more efficient way. The use of authentic materials speed up and congeal the learning process.

6) Content-Based Instruction is an active approach. Hence, it allows students to develop critical thinking and life skills. This extensive learning approach is used in countless ways outside of the language instruction environment in the real world too.

7) Students are willingly involved in learning something new, thus making learning more fun and interesting. Therefore, behaviour problems naturally decrease. This is a handy trick for teachers that would generally benefit everyone.

The prototypes of the Content-Based Instruction differ based on design and its functioning of language. It also varies depending upon the background level or age of the students, and the nature of education involved. Some models are used in instructing English as a foreign language and teaching situations are utilised in delivering teaching English as a second language. Some models have proved successful at the elementary school level and others at the secondary or college level. In each case, the Content-Based Instruction has proved its efficiency by making a classroom more vibrant, enlightening the teaching techniques in teachers and enlivened students engaging and encouraging them to be interactive.

Conclusion

English is taught as a second language in educational institutions of India. English Language Learners are intended to develop a fine verbal expression that is practically suitable for a better oral presentation. This can be achieved by integrating the three basic models of Content-Based Instruction, giving prior importance to pronunciation, and presenting the learning session of the English language in a pragmatic manner for students. This will definitely be of great help for them to imbibe a wide-range of collection of vocabulary and the task of overcoming English language speech difficulty, thus enhancing the young students to undertake an effective and appropriate usage of the English language. The paper concludes by presenting a viewpoint about the importance of including the principles of Content-Based Instruction in teaching the English language for students and the tips suggested for the English tutors for enhancing their knowledge of a better language trainer. The paper deals with the implications of how oral-enrichment skills can be proactively attained in a language learning situation. Such a class situation would ultimately gain students to imbibe indigenous- like speech accuracy.

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