Language Teaching through Pedagogic Model of CBI: An Overview with Reference to Secondary Level Students

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Abstract--- The most important modern linguistic method of teaching English is Content Based Instruction (CBI). In Content Based Instruction, the material for study is utilized for language instructional purpose. The paper presents an overview of language teaching through pedagogic model of Content Based Instruction (CBI) to secondary level students. Content Based Teaching functions as the crux of the study and it holds on to the two significant areas of interest-the Second Language Acquisition (SLA) and pedagogy. This paper highlights how CBI along with Audio-Lingual method, Direct Method and Counselling Language Learning can promote secondary level students' language acquisition. The study addresses the current barriers that are found in language learning among the learning community that is quite prevalent in our educational system. The study infers that the students would perform better when they get introduced to the CBI compared to that of the conventional mode of learning. Content Based Instruction highlights on the mechanism of speech and proper structural format of L2 in the usage of spoken English among the English language users at the Secondary level in school. This presentation reviews how the CBI can improve the speech skill sets in Second language learners. Teachers and language practitioners involved in education will find this piece of writing useful. The article verifies the different methodologies of Teaching in English. It presents an amalgamation of certain teaching methods such as, Audio-lingual method and Direct method, which increases the efficacy in the use of Second Language Learning (SLL) among the Secondary School students. Future CBI teachers will learn that a well-planned program will effectively provide competent and skilled teachers, which can work for a better learning condition for future learners. A structured content and instruction will contribute a great learning experience. The study ensures the Second Language (L2) users develop both in their communicative competence also, in their language aptitudes through CBI.

Keywords--- Content-Based Instruction, Pedagogy, Language Acquisition, Communication, Learning, Content, Second Language Instruction, English, Language Learner, Language Instructor, Teacher, Student.

I. INTRODUCTION

The realm of language instruction has never seen something unique as it has seen in the Content Based Instruction. Content Based Instruction has proved as the most effective tool for second language instruction. The focal point of CBI is learning something new about a language. The CBI is an advanced study of the teaching of second language, where instruction is methodically structured around the information which is acquired by the learners. It is an apt platform for introducing and

implementing a critical perspective for it has made tremendous contribution for the broadening and developing of language education. The development of curriculum is a highly intricate work which has to cater to the language learners' needs, goals, program goals, practical constraints and to a larger degree pedagogical methods. Curriculum design is still in its initial stage of infancy when the second language instruction is focussed on. The paper takes the readers on a time travel across various methodologies of language learning, thus shoving them into the limelight of revelation that through the amalgamation of several methods and approaches. A proportionate combination of certain methodologies like- Direct Method, Counselling Language Learning and Content Based Teaching makes the acquisition of the Second Language Learning (SLL) can be made effective. This provides new revelation, through the language learning process from a more systematic study. Practising research-conscious pedagogy is essential for Secondary school students. It acts as a paramount to the professionalism of English instructors.

English Language and English language teaching

Universally acclaimed as an international language, English is a powerful mode of communication. In order to enter into a global workforce, learning English has become an important criteria. Cross-border trade and business communication is most often conducted with the help of English. Many international companies expect Fluency is expected in English in many of the international companies among their employees.

English is considered to be one of the prime languages. It rules different sectors like diplomacy, tourism, science, research, computers and aviation. Finding a good job in a global organization inside the homeland and also in foreign countries, learning English can help to attain this goal. Well-known as the language of worldwide communication, the media and the web, learning English is vital for mingling and entertainment as well as in job sector.

In the present years, teachers and learners have the potentiality to use the web for communication. They have got the key to genuine materials, and combined content formation. However, the real game-changer was English. The language English plays a very considerable role in education. In elementary school, English is taught as a subject. In class 5 and class 6, the use of English takes up the role of a medium of instruction. In the secondary level, English is not only a subject but also takes up the role of as the medium of instruction.

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Although English is termed as the official medium of instruction both at the primary and the secondary levels in schools, it is not practised as one. Mother tongue is mostly preferred by most of the teachers and they find it natural to teach in their mother tongue ie., L1. So the instructors either use English to teach English or they use both L1 and English as a tool of instruction.

II. TEACHING LANGUAGE TO SECONDARY LEVEL STUDENTS

Role of English as a second language in Indian schools

English language functions as the language for instruction of the second language. In India, English is not considered an unfamiliar language. The Constitution of India declares English to be an official language. English is termed as the Second Language. English has been taught as a second language in schools, Colleges and Universities. It has become the means of communication for television, newspapers, mass media and radio. It is the language of the elite. It is also the language for industrial organizations. This clearly shows the fact that a developing country like India utilize English in the daily usage and has command over English language. The students who have knowledge of the English language and have high level of competency, have a chance to make high achievements in their education and career.

English as a Second Language in Secondary schools

Language Acquisition of the English language has only remained as a norm as it has not generated any of its preferred objectives. Even after learning English for ten years, students of Secondary Level in schools lack proficiency and acquisition in teaching and in writing. Grammar translation method is still being used in several schools. When mother tongue interference takes place, the content and its prosodic features will lose its real function and this will mar the structure of English language.

The main goal in teaching English is to facilitate and to elevate the learners' understanding to an advanced level, thus helping them to acquire knowledge and attain language acquisition. To teach means to impart knowledge, to inform new concepts, to provide new principles or skills or words that are expected to be learned; or to enlighten aptitude. Thus, teaching English should be defined as a term of learning, which facilitates in the process of the in-take of language. It gives access to the learner a prospect to learn and makes an arena that is conducive for the student to learn. It sets conditions that would be suitable and essential for the apprentice in learning. A more extended version of imparting knowledge will always be an amalgamation of many methods. By doing so, the process of learning can further be simplified.

III. DIFFERENT METHODOLOGIES IN ENGLISH LANGUAGE

A. Conventional Methods

Schools all over the world mostly follow the conventional behaviour of teaching. It is teacher-centric. Though it has many effective measures in teaching in a more effective way like teaching learners to learn by listening, information that is shared nowhere to be found or learners interest can be captivating easily, yet this method faces a number challenges like it does not cover the attention or develop interest in all learners, critical thinking is not developed and there is no relationship maintained between the instructor and the students in a classroom situation.

The Direct Method

The Direct Method is one of the earliest methods used and is still prevalent in modern times. Refraining learners from using the native language (L1). It also focuses on developing speech skill set to the target language (L1). The direct method promotes action replays, demonstration and presentation in order to convey meaning without the use of interpreting it into the mother tongue. The students work in proper collaboration of the teacher. Their relationship is to be actively friendly. The teacher and students work in complementary fashion, thus contributing the development and the acquisition to one another. Improving speaking is one of the predominant features of this method and correcting grammar is given less importance. There is a possibility for self-correction. Assessment of the student happens in an oral way. Reading out loud, question-answer sessions, gaps-filling, dictation and practising dialogues are some of the distinctive techniques used in the direct method.

The Grammar Translation Method (GT)

The Grammar Translation Method (GTM) is acknowledged as the conventional method of teaching English. The Grammar Translation Method (GTM) follows grammar rules ardently. English as the second language is taught with the usage of translation of the mother tongue (L1) texts. The use of mother tongue verbal communication is predominantly used and translation is used as a tool for some explanation. Getting used to a formal grammatical structure of English language and assimilating it is considered to be very important. Less focus is given to the substance of the texts. Communication is given little or no significance and so the learners may often fail in developing the speaking skill. This method is teacher-centric and the role of the teacher is authoritative. Learning a list of translated list of words into L2 is presented to the language learners. Evaluation is done by conducting written tests.

The Audio-Lingual Method

Another teaching methodology that is quite similar to the Direct method is the Audio-Lingual Method. It is shortly called as ALM. It is a teaching method which is similar to the Direct Method. Language and psychological theory are the firm ground held by this method. Target is set to focus on the improvement of speaking skill set. Communicative competence is the set goal that is expected from the learner to acquire at the end of this session. Practical methods like learning and memorizing whole sets of phrases is undertaken for an effective mode of teaching. This is carried through many drills such as repetition drill, substitution drill, question and answer drill, expansion drill, background build–up, chain drill, etc.

These are some of the most prominent characteristics of ALM. Repetition and rote learning is promoted. Repetition of dialogue form is emphasized. Grammar is taught through inductive method and so no explanations is necessary. The most uncommon thing in this method is that tests or evaluations are conducted.

Cognitive Code Learning

This method emphasis on learning a language by recognising the central role of understanding the language. Another feature of this method is to ardently follow the grammar rules. The learner after understanding the language, starts to produce in the most accurate forms of sentence patterns. Following grammatical structure is consciously undertaken by the language learners. One of the significant features of the Cognitive Code Learning is that it helps to improve the four major skills of learning a language are Listening, Speaking, Reading and Writing. Acquiring efficacy in grammatical structures takes place in a more natural manner, since this is possible after regress training of conditional stimuli method. Hence, the language learners will be able to utilize the acquired language in appropriate conditions.

B. Unconventional Methods

The following are some of the common features of the unconventional methods:

- Learner-centric
- Respects the rights of the language learners
- Assurance of a sense of security
- Monitoring the learning styles
- Interests of the learner is given importance
- Language learning happens at the level of the mind. It also takes place at the physical and emotional level.
- Flexibility in language learning

Total Physical Response

According to this method, the language learners undergo a number of listening activities. The language instructor gives commands continuously and the language learners have to follow the instructions and do bodily movements, which are quite understandable form its name itself. Language comprehension is given first priority. Through the physical movements, the comprehension level of meaning that is learnt. Mother tongue interference is totally avoided. One of the dominant features of this method is the function of the imperative form by the teacher. Only when the students feel comfortable and find at ease to talk, they speak. Students are not forced to speak. They speak when they are ready consciously. Learning is made a pleasurable experience. A stress free environment is promoted. The application of role play is the most significant mode of instruction that is special to this method.

Silent Way

Silent Way method is another unconventional method. The language instructor maintains silence at the time of instruction. This is one of the predominant characteristic features of the Silent way method of teaching English. The instructor is silent during the lesson time. The teacher functions as an assistant or as a motivator for the language learners. Silent way method is student-centric, where students play the central role. Active participation of the language learners is expected at the time of instruction. Students lead the conversation during the dialogue session. The Cuisenaire Rods and Sound-Colour Charts are used to deliver the language lessons proper. Colourful teaching aids with pronunciation patterns are used. What has been excluded from the lesson is the use of course book. This method believes in stress-free learning. Students feel no threatening situation while they learn language. It promotes students' independence in learning. One of the important criteria about this method is that it gives enough ambience and support at the classroom level that the language learners learn to deal in solving their problems all by themselves. This method restricts the function of the teacher as a class dictator. The errors made by the students during language learning are considered to be quite natural and a process of learning.

Community Language Learning

Community Language Learning is a method that highlights communication between people. It is also called as Counselling Language Learning. Discourse takes place only when the language learners want to exchange information on any topic that is quite common to them. The learners are considered clients. The language instructor takes up the role of a counsellor. In this method, in the preliminary phases of the learning practice, the learners are totally reliant on the instructor. The content dealt is conveyed by using the mother tongue that is, in the first language (L1). Mother Tongue is used in order to explain or for clarification. Translation is promoted in this method. The second step being the dealt subject matter is recorded and analysis is done by the teacher. Reading and writing skill sets are developed. On the basis of what the students have already learnt, both reading and writing skills are developed. Testing of the students to gauge the level of understanding on the part of the students is considered essential. It is undertaken in many ways. The astounding characteristic feature of testing in this method is that it is carried out in an unconventional manner. The language instructor undertakes test in a stress-free environment. Students feel free to express their emotions. Observations of their instruction are shared. Speaking is not forced if the students feel insecure to converse. The language learners will gain familiarity with the language after many language learning sessions. Relaxed time frame is accepted for a proper learning of language. Fluency in spoken language is expected only when the language learners feel comfortable with the language.

The Natural Approach

The Natural Approach is a method of language learning in which the learner gain language acquisition after being exposed to the second language in different learning situations. The students learn L2 just as they learnt their mother tongue (L1). Speaking is not forcibly expected from the learners. A stress-free environment is provided for the language learners, which instill a sense of security in them. The learner gets exposed to different situations like school,

shopping, listening to radio, and the like. Basic interpersonal communication skills are promoted in the class environment for the learners to imbibe language learning skills.

Suggestopaedia

Another unconventional method which focuses generally on positive suggestion is Suggestopaedia. Since some students naturally do not have the ability to gain new language skill, those students are not allowed to engage in language learning process. Such students do not involve themselves in learning because of fear and conviction, that they do not have competence to gain new language. One of the main highlights of Suggestopaedia is to convince the language learners that such thoughts are wrong. The language facilitator creates the situation which will involve the student towards language development. By playing the baroque music, the learners feel relaxed, which ultimately leads to an atmosphere that is conducive for the learners to learn a new language. Learners' friendly ambience is created- good atmosphere, comfortable seating arrangement, soothing light effect are some of the important characteristic features of this method. Lively, organized classroom encourages the students to learn new things. Visualization exercises, role-play, dialogues and the like are initiated by the teacher. This helps remove language barrier. Testing is not conducted as it can damage the confidence level of the students.

Young children learn language naturally and unconsciously. The ability to pick up language diminishes when monolingual children reach puberty. Moreover, they become more self-aware. Grammar-based programmes help the students to consciously learn the language. Students take their own pace and level of language acquisition. The language development is achieved according to the level of co-operation made on the part of the student, the methodology undertaken by the teacher and the level of participation shown on the part of the language learners.

Content Based Instruction

Content-Based Instruction (CBI) is a method of language teaching of English as Second Language (ESL) or English as Foreign Language (EFL). It is an unconventional method. In CBI, teaching is carried out in a systematic manner, where a well-prepared material or information gets instructed to the students in a class-room environment. Imparting of language education through strict grammatical rules is discouraged. The language instruction is carried out keeping the interests of the students. The content is usually used to transmit ideas and convey the indented messages that the language learners yearn to learn. In a class-room environment, content-based teaching concentrates on exposing the students to the relevant subject matter. The word 'content' refers to the topic or the learning setting or any theme related materials or resources that the language learners are presently learning in their respective course of study. This content conveys the language that the learner is intended to learn. In order to convey the expected learning to take place, the classroom scenario should be filled with real and meaningful communication. The classroom will be the place where interaction takes place and it will be the place which will excite and invite the learners to undergo education. This forms a unique feature of the Content Based Instruction. Thus, the material used, classroom setting, teacher and student interaction are all defining Content based Instruction.

Students of the secondary level in school face a number of challenges in acquiring English language. One can decipher the true reason why students of this age group suffer in getting proper Language Acquisition and how Content Based Instruction along with few of other methods of Teaching would help this segment of students.

Characteristics of adolescents

A child's age from 13 to 19 is termed as adolescent. A lot of changes that is vital for the child takes place - physically, mentally and psychologically. In these years, the life of the child takes a shift from the happy-go-lucky childhood to the more complicated early adulthood. Change is predominant characteristic feature that is quite obvious at this period of time. Children are emotionally tormented at this time. Rapid skeletal enlargement, muscle flex and brain enlargement, along with sexual and hormonal maturity. These are some of the bodily changes that a teenager undergo during growth period. Socialization is the dominant characteristic feature that is worth mentioning when it comes to adolescence. They tend to feel secure and the comfort level is high with peer group rather with that of family. Parents are kids' world, their life models and the epitome of morality, but this ideology completely takes a U-turn when the same child reaches the adolescence. At the same time, family is of course, important for them. Hence, peer groups function as a temporary reference point, an arena of identity for the adolescents and a haven for moral judgement and values.

Adolescents as learners of English language

Adolescent age has a notoriety for being the most difficult learners. The capability of adolescent children is bigger than the young children, yet they seem to lack motivation. They behave as if they are more of a liability to teacher's encouragement and not so easy to supervise. The teacher tend to take more time to gain their trust and respect. The adolescents either do not like to have any like of relationship with the teacher or want to familiarize with the tutor. They dislike to be addressed as a teacher's favourite student especially in front of their peer group. They are keen in making decisions regarding to the lesson materials, learning programmes or the teaching aids. English language learning is definitely not one main area of concern for a teenager's hierarchy. Students behave in a more nasty manner. They are notoriously hard to please. Teachers have to always look forward to secure innovative actions in classroom, which will both arrest and hold students' concentration. However, it is a task to teach secondary school students and it becomes totally difficult for the teachers to handle them during some odd, bad days. At the same time, teenage students are in fact, the best language learners.

Why Content based Instruction for Secondary Level students?

Content Based Instruction is an amalgamation of a particular academic subject matter along with language teaching aims. Instruction is basically some form of discourse and engage the language learners in class communication. The main problem for the language instructors how to acculturate learners to the relatively better standards in the usage of English language. The acquisition of the second language is improved by understandable participation of the students, which is acknowledged as a key pedagogical technique. However, the complete learning scenario is not complete only with the comprehensible input alone. Relevant contextually suitable language forms are needed to maintain content learning.

CBI from Educational and Cognitive Psychology

Cognitive learning theory for teaching integrates awareness to information and language. This theory gives emphasis in acquiring language skills sets on listening, speaking, reading and writing which is carried in a step by step manner, which forms general successive states of learning. It is the development from the cognitive stage to the associative stage of language learning. The language learner engages in finding a solution to the basic endeavour of the language and concepts they have acquired. This is related to the associative stage, where mistakes are corrected. Connections to related knowledge are strengthened. Knowledge and skills become proceduralized. The autonomous performance becomes continual and it requires little understanding and effort. Content-Based Instruction develops a wider range of communication skills than any of the unconventional language instruction. Hence, there is an increasing demand for high levels of literacy in languages other than English.

Second Language Acquisition (SLA) Research

- Language is learned and used simultaneously. It is not that language is first learned and then used. Form and meaning are inseparable in language learning. Second Language is learned with meaning and content. Hence, a meaningful communication is possible. Second Language Acquisition occurs in context. Second language is never learned without meaning, and content-based instruction provides a context for meaningful communication to occur. In the case of the Secondary level, students learn language when significant level of meaningful relevant content is used rather than focussing on only language.
- Students should consult both form and content. The CBI promotes reconciliation of meaning. This enhances language acquisition
- Postponing content instruction while students involve themselves in a more advance language learning hampers the language learning experience, thus affecting their needs, interests and their Cognitive Academic Language Proficiency (CLAP).

- Language learning becomes more concrete manner of language learning that takes place rather than in an abstract form as more emphasis in laid on the language itself.
- The functionality of the language is upgraded as meaning changes according to the context.
- Complexity of the language is transformed into a simple task.

Outcomes of the research supporting CBI

- Content-based instruction results in learning of a language by focussing on its content, where motivation is increased and the level of interest shoots at high levels. It paves way for greater opportunities for employment
- CBI allows a greater level of flexibility in the curriculum and activities. This forms one of the predominant features of CBI. Another feature being, it adjusts to the needs of the language learner.
- An integration of language and content are seen throughout the learning session. It addresses the gap between the elementary language study and the advanced literature and cultural studies.
- The Direct Method, Context Based Instruction and Audio-lingual Method share some common characteristics that help the language learner to attain Language Acquisition. They are:
- Correctness and practice of Second Language is focussed.
- The role of the real context is overlooked
- Sentence-level grammar is the primary concern.
- Emphasis is on the development of speech skill.
- The teacher is the personnel who facilitates, motivates and guides the language learners.

IV. CONCLUSION

Teaching Second language to Secondary school students is a task for the language teachers. Adolescent language learners are a very demanding group of learners. A systematic follow-up regarding the features of teenagers should be made in order to have a proper understanding of the students. The language learners should be given a systematic approach of study based on their needs and the areas to study that is necessary to be taught. At this particular age, it is suggested to use different methods of teaching which will develop all four learning skills like listening, speaking, reading and writing. The proper amalgamation of the use of Content Based Instruction, the Direct Method, Audio-Lingual method and Counselling Language Learning seem to be most suitable methods of teaching English to adolescent learners. Some principles of the Direct Method are still active in classrooms with the main prominence on listening as well as speaking. L2 is used for instruction. The teacher uses pictures to demonstrate the meaning.

Through the CBI, the language learner will learn the Second Language (L2) in the same way as pupils learn the native language, that is, L1. It can also be add that by the amalgamation of these methods language is taught in a very natural way, catering to the need of the student. The main purpose of a language instructor is to determine the way in which the student will entirely flourish in his attempt to learn the nuances of the Second Language.

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