

GENERAL OVERVIEW OF CONTENT-BASED INSTRUCTION APPROACH (CBI) IN TEACHING FOREIGN LANGUAGES

Suvonova Damira Kurbanovna

English teacher of Karshi Institute of Irrigation and agrotechnology at the
National Research University “TIAME”

damirasuvonova@gmail.com

Abstract: *Content-based instruction (CBI) is a teaching approach that focuses on learning a language through learning about something. Although CBI is not new, there has been an increased interest in it because it has proven very effective in ESL and EFL programs around the world.*

Key words: *Content, approach, CBI, CBA, responsibility, learning objectives*

Content-Based Instruction (CBI) is “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 another type of syllabus”.

In other words, CBI involves integrating language learning with content simultaneously; here, content typically means academic subject matter such as math, science, or social studies.

In CBI or CBA, language is used to teach subject content. The language learning objectives are achieved through content learning. The syllabi in most CBI courses are derived from content areas and vary widely in detail and format. In a word, CBI is a method of teaching language and content in tandem. 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 responsibility to 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-learner centrosomes.

CBI requires better learners as well. Students are hypothesized to become autonomous and independent in CBI so that they are conscious of their learning process. Furthermore, students are expected to support each other in collaborative modes of learning. Finally, *students need to commit to this new approach to language learning*. Typically, the materials in CBI are used with the subject matter of the content course. It is recommended that “authentic” materials are identified and utilized. There are two implications of authenticity. One implication is that the materials are similar to those used in native-language instruction; the other relates to the use of newspaper and magazine articles and any other media materials “*that were not originally produced for language teaching purposes*” Some realia such as tourist guidebooks, technical journals, railway timetables, newspaper ads, or TV broadcasts are also recommended by many CBI practitioners. CBI in language teaching has been widely used in a variety of different settings since the 1980s such as English as Specific Purpose (ESP) Programs for Students with limited English Proficiency (SLEP), Language for Specific Purposes (LSP), immersion programs, and ESL/EFL Language Programs. Since CBI refers to an approach rather than a method, no specific techniques or activities are associated with it. At the level of procedure, teaching materials and activities are selected according to the extent to which they match the type of program. Finally, CBI provides the opportunity for teachers to match students' interests and needs with interesting, comprehensible, and meaningful content.

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, American history, or fiction writing, through which students also learn English. It's 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.

Content-Based Instruction (CBI) or Content-Based Language Teaching (CBLT) is a communicative approach to second language teaching in which the teaching program is organized, around content rather than a linguistic syllabus. Saint and can take charge of their learning. Augustine was an early proponent of CBI which emerged in the 1980s. It draws on the principles of communicative language to teach the classroom room should focus on real communication about the subject matter from outside the domain of language. The subject matter was not grammar, function or some language-based based unit of organization but content. Krankhe 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"*, but CBI is different from traditional foreign language teaching methods

CBI proposes an approach in which students acquire the target language through content. Content usually refers to the subject matter that people learn or transmit using language and Snow goes beyond when defining the concept of content. Snow 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.

The main principles and some distinctive characteristics of CBI are addressed in this part. The principles of CBI are heavily rooted in the principles of communicative language teaching since they involve the active participation of students in the exchange of content. According to Richards and Rodgers (2001), CBI is based on two relevant principles: (1) People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. (2) CBI better reflects learners' needs for learning a second language. One can certainly say that people that are faced with everyday needs in a real-life situation might find it easier to acquire and use the target language as a tool with a real

purpose, for instance, getting food, studying, getting a job, and others. *So, what is Content?* - To understand content-based instruction one should be clear about the content. It also offers demonstration imitation, and miming, those recommending the use of objects, pictures and audio-visual presentation and proposals supporting translation, explanation and definition as aids to understanding the meaning in language teaching. Wesche says that in content-based language teaching, the claim is that students have both content knowledge and increased language proficiency.

Objectives of Content-based Instruction - Language learning is proportional to the learning of content in CBI; therefore, its objectives are stated as the objectives of the content course. According to Brinton, the objectives of CBI are as follows:

- ✦ To activate and develop existing language skills;
- ✦ To acquire learning skills and strategies that could be applied in future language development opportunities;
- ✦ To develop academic skills applicable to university study in all subject areas;
- ✦ To broaden students understanding of English-speaking people.

CBI is against the traditional approaches to language teaching. In it, language forms the primary focus of the syllabus and classroom teaching. The main principle of CBI is people learn a second language most successfully when they learn it with interest.

According to Larsen-Freeman, the principles of the content-based approach are as follows:

- ✦ The subject matter content is used for language teaching purposes;
- ✦ Teachers should build on students' previous experience;
- ✦ When learners perceive the relevance of their language use, they are motivated to learn. They know that it is a means to an end rather than an end in itself;
- ✦ The teacher 'scaffolds' the linguistic content, i.e., helps learners say what it is they want to say by building together with the students' complete utterances;

- ✦ language learned effectively when it is used as a medium to convey informational content of interest to the students;
- ✦ Vocabulary is easier to acquire when there are contextual clues to help convey meaning;
- ✦ When they work with authentic subject matter, students need language support. For instance, the teacher may provide several examples, build in some redundancy, use comprehension checks, etc;
- ✦ Learners work with meaningful, cognitively demanding language and content within the context of authentic material and tasks;
- ✦ Communicative competence involves more than using language conversationally. It also includes the ability to read discuss and write about content from other fields.

Brinton offers some additional principles for CBI that complement the ones offered by Richards and Rodgers. These principles are significant for language teachers intending to use and promote CBI in their lessons and institutions, indeed. These are:

- ✦ ***Base instructional decisions on content rather than language criteria.*** Most books for second language instruction are indeed designed by course planners and material designers, not by language teachers. It is also true that the responsibility to choose and adapt the material to be used in the classroom falls on the language instructor, especially when working with CBI. CBI permits the choice of content. It is the content itself that determines the pedagogical decisions on selection and sequencing. About this, Brinton points out that CBI “*allows the choice of content to dictate or influence the selection and sequencing of language items*”.

- ✦ ***Integrate skills.*** CBI advocates for an integrated skills approach to language teaching. For example, a regular lesson may begin with any skill or focus such as intonation or any other linguistic feature. This approach also involves the teaching of multiple skills simultaneously, just as in the real world.

- ✦ ***Involve students actively in all phases of the learning process.*** One of the

main characteristics of the CBI classroom is that it is learner-centred, not teacher-centred. Students do not depend on the teacher to control the learning experience. Students play a more active role in the CBI classroom, creating and participating actively in the construction of knowledge. Peer correction and peer input are also significant in this approach.

✦ *Choose content for its relevance to students' lives, interests, and/or academic goals.* Content is closely related to the student's needs and instructional settings. For instance, in high schools and universities, content parallels the several subjects that learners study. The only difference is that they are taught from a different perspective and with different instructional objectives.

✦ *Select authentic texts and tasks.* Authenticity is another significant feature of CBI. Texts and tasks used in CBI come from the real world. Bringing and using authentic material in the class indeed modifies its original purpose (Hutchinson & Waters as cited in Brinton, 2003), but it is also true that the use of authentic material promotes the learning of the culture of the target

Content may be described as *the subject matter, ideas, skills or substance* of what is taught. Content comprises an integral part of the curriculum including academic subjects such as Mathematics, Science, Languages, Social Studies, Creative Art, Business Education and recreational activities such as drama and sports. According to Spady and Kotze, content involves knowledge derived from significant problems, and the challenges and opportunities people are likely to face after leaving school. *Content in labour* practices consists of what students need to know and understand about interpersonal relationships, work and resource management, and managing finances to be able to work and survive. Content may also refer to *academic content or content in terms of cultural themes*. The programme of content-based syllabuses is usually built around chapters, units, blocks, and other segments that have little meaning within the particular occupation. Content-based programming places emphasis on covering a curriculum in which teachers teach a predetermined amount of content within each period. The content which is taught is

linked to a subject-based textbook. Characteristics of this type of programming generally focus on spending a fixed amount of time studying certain subjects regardless of the volume to be learnt, what the learners knew before starting the course, the rate they can learn, and what they know at the end and the teacher is responsible for the learning of the pupils, therefore, motivation depends solely on the personality of the teacher.

In Conclusion, we can state that in Content-based classes the classroom activities primarily revolve around the content and secondarily deal with developing language skills. These multifunctional activities are related to eliciting knowledge of content, acquisition of thinking skills, and development of English language abilities.

Ellis believes that "*content-based courses are premised on the assumption that learners will best learn a language which engages them in learning subject content*". Based on this quotation we know that CBA makes use of a language and a subject matter component.

USED LITERATURE

1. Richards J.C., Rodgers Th.S. (2001) *Approaches and Methods in Language Teaching*. Cambridge University Press1.
2. Stryker, S., & Leaver, B. (1997). *Content-based instruction in foreign language education*. Washington DC:
3. Snow, M. (2001). *Content-Based and Immersion Models for Second and Foreign Language Teaching*.
4. Richards J.C., Rodgers ThS. (2001) *Approaches and Methods in Language Teaching*. Cambridge University Press1
5. Snow, M. (2001). *Content-Based and Immersion Models for Second and Foreign Language Teaching*.
6. Brinton, D., Snow, M. & Wesche, M. (1989). *Content-Based Second Language Instruction*. Boston: Heinle andHeinle Publishers
7. Brinton, D. (2003). *Content-Based Instruction*. In Nunan, D. (Ed.), *Practical*
8. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press
9. M.I.Mustafayeva. (2023) Modal semantika tipologiyasi. *Golden Brain*1(2), 338-342