Chugu S., Gladio S.,
Vinnytsia Institute of Trade and Economics of Kyiv National University of Trade and Economics, Vinnytsia

CONTENT-BASED INSTRUCTION IN ESP/EFL: CHALLENGES AND SOLUTIONS IN THE MULTICULTURAL WORLD

У статті окреслюються основні теоретичні засади та педагогічні проблеми ефективного застосування контентного (змістового) навчання мови (КНМ) в сучасному глобальному світі при вивченні англійської як іншомовної мови та мови професійного спрямування.

КНМ має на меті орієнтацію на контент, підвищення мотивації студентів та вміле використання мови для вивчення нового змісту. Основна ідея КНМ полягає в постулаті, згідно з яким опрацювання контенту навчальних матеріалів студентами посилює їхню внутрішню мотивацію до навчання, сприяє використанню когнітивних та аналітичних навичок при роботі з новою інформацією, з меншою увагою до структурної організації мови.

У КНМ спостерігається інтеграція мовного та змістового аспектів, між тим функційні особливості мови оптимально адаптовані до контексту ситуації. Застосування КНМ створює ширші можливості для розробки програмного забезпечення та вибору завдань, що якнайкраще відповідають навчальній меті студентів. Притаманна КНМ гнучкість та інтеграція сприяють опануванню окрім мовного, також літературним та культурним аспектами.

Ключові слова: контентне навчання мови, контекст навчання академічної дисципліни, внутрішня навчальна мотивація, навички обробки інформації, критичне мислення.

В статье рассматриваются основные теоретические постулаты эффективного использования контентного изучения языка (КОЯ) в глобальном мире в процессе обучения английскому как иностранному и языку профессионального общения.

КОЯ ориентировано на содержание, повышение мотивации и умелое пользование языком при изучении нового смысла. Основная идея КОЯ базируется на постулате, согласно которому работа студентов над контентом учебных материалов усиливает их внутреннюю мотивацию к учебе, способствует использованию навыков аналитического мышления при работе с новой информацией и меньшей концентрации на структурной организации языка.

При использовании КОЯ наблюдается интеграция языкового и содержательного аспектов, при этом функциональные особенности языка оптимально адаптированы к контексту конкретной ситуации. Использование КОЯ создает предпосылки для разработки программного обеспечения и выбора заданий, которые отвечают академическим интересам студентов. Характерная для КОЯ гибкость и интеграция способствуют овладению, помимо языкового, литературным и культурным аспектами.

Ключевые слова: контентное обучение языку, контекст изучения учебной дисциплины, внутренняя мотивация к учебе, навыки работы с информацией, критическое мышление.

The article outlines basic theoretical issues and pedagogical considerations of raising the efficiency of the implementation of content-based instruction in the fields of English as a Foreign Language (EFL) and English for Specific Purposes (ESP) in the global world to ensure language learning within a context of a specific academic subject. The foundation of content-based instruction is a number of theoretical assumptions such as focus on the content, enhancement of language learners' motivation and learning new content via language. The postulate about the language being learned and used is taught within the context of content. The theory behind content-based instruction suggests that when language learners are engaged with more content, it leads to the promotion of their intrinsic motivation, the use of advanced cognitive and analytical skills while processing new information with less focus on the structure of the language.

In CBI language learning becomes more concrete rather than abstract as in the traditional language instruction the focus is on the language itself. The integration of language and content in instruction respects the specificity of functional language as it recognizes that meaning changes depending upon context. So efficient implementation of CBI allows for greater flexibility to be built into the curriculum and activities that create more opportunities to adjust to the needs and interests of students.

The general outcome of CBI is beneficial for all the parties engaged in the language instruction, as the integration of language and content throughout a sequence of language levels has the potential to address the gaps between basic language study, literature and cultural studies in the academic environment.

Key words: content-based instruction, context of a specific academic subject, learner's intrinsic motivation, content processing skills, critical thinking.

Introduction. Much of the current integrated instruction in language teaching takes place in the content-based and form-focused teaching that aims to improve the overall quality of communication and linguistic performance of the English language learners. As to Content-based Instruction (CBI) it is widely used in the English as a Foreign Language (EFL) and English for Specific Purposes (ESP) context, as it is designed to meet vocational and occupational requirements or/and academic purposes of the learners. The main goal of the approach is to prepare students to acquire language while using the context of any subject matter so that they learn the language by using it within a specific context. Thus, the essential feature of CBI is learning a language within the context of a specific academic subject.

The assumption that in order to successfully complete an academic task, second language learners have to master both English as a language form that consists of different language aspects, such as grammar, intonation, vocabulary, sounds, and to be aware of how language is used in core content classes led to the evolvement and development of a number of theories later united within the framework of CBI. CBI is an approach to language teaching that focuses not on the language itself, but rather on what is being taught through language; that is language becomes the medium through which new information is learned. So in the CBI approach students learn the target language by using it in order to learn new content.

The theory behind CBI is that when students are engaged with more content, it will promote their intrinsic motivation. In other words, the way the language should be learned and used, is to be taught in the context of the content. Focus on content realized in a concrete academic and social situation (context) is the other essential component of CBI. Effective and methodologically ap-

propriate combination of both components enables students to use more advanced cognitive skills when learning new information and helps them focus less on the language structure itself. As this approach depends on the students' ability to use language it is considered to be learner-centered both in terms of the content of the materials taught and the techniques and activities designed within CBI.

Discussion. Current language instruction is believed to be content-based aiming at effective communicative competence of language learners. CBI is often regarded as an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language [6; 10; 13] or as the integration of particular content with language teaching that aims at the concurrent teaching of academic subject matter and second language skills [14; 18; 20]. The article *aims* to give an overview of the recent approaches within CBI and to highlight its prospects in the EFL/ESP field as still there is no clear-cut definition of the notion «CBI» due to the focus on its diverse aspects, ranging from content to teaching practices. The aim determines the *concrete tasks* of discussing the main advantages of CBI, outlining the perspectives of the implementation of CBI to raise language learners' motivation, and developing their critical thinking skills.

Throughout the last few decades it has been recognized that for English as the second language acquisition to be effective language learners must use it to construct meaningful elements and their combinations and interact with others in real world contexts. The shift in language instruction from formal to meaningful teaching has caused significant changes recently due to the focus on CBI in the ESP/EFL classroom. The importance of learners' interaction in acquiring a second language emphasises the need for teacher-directed and student-centered activities and techniques as the basis for effective language instruction. Efficient teaching is to help optimize students' autonomy and facilitate effective cooperative learning, which is at the core of a student-centered environment [3; 17; 19; 21].

Different understanding of the main idea behind the CBI approaches led to different interpretation of its goals. Some educationalists (Snow M.A. 2005, Widdowson H.G. 1978) claim that the CBI instruction views the target language largely as the vehicle through which subject matter content is learned rather than as the immediate object of study [20; 23], while Hinkel F. (2006) insists that CBI is aimed at the development of use-oriented second and foreign language skills and is distinguished by the concurrent learning of a specific content and related language use skills [7]. Schmidt R. suggests that 'content needs not be purely academic; it can include any topic, theme, or non-language issue of interest or importance to the learners' [17, p. 213]. Bialystok E. proposes that »... 'content' in content-based programs represents material that is cognitively engaging and demanding for the learner, and is the material that extends beyond the target language or target culture» [2, p. 150].

Among the approaches that are widely used in CBI is the so-called sheltered instruction which is paired with learning to learn as two sides of the same process. Theorists in the field of education consider sheltered instruction to be more of a teacher-driven approach that puts the responsibility on the teachers' shoulders. The goal of teachers who use sheltered and adjunct CBI is to enable their ESP students to study the same content material as regular English L1 students. The aim of adjunct classes is to prepare students for 'mainstream' classes where they will join English L1 learners [22]. Theme-based CBI can be taught by an EFL teacher or team taught with a content specialist who can create a course of study designed to unlock and build on the students' interests and the content can be chosen from an enormous number of diverse topics.

In general, learning to learn is mostly characterized as a student-centered approach that stresses the importance of having the learners share this responsibility with their teachers. Moreover, learning to learn emphasizes the significant role that learning strategies play in the process of learning [5; 15]. Content-based second language instruction has received a theoretically accurate support thanks to numerous researches in the field. Detailed analysis of research support to CBI is provided by Paige R. M., Cohen A. D., Shively R. L. (2004), who state that natural language acquisition occurs in context; natural language is never learned divorced from meaning, and content-based instruction provides a context for meaningful communication to occur [12]. Besides, second language acquisition increases with content-based language instruction, because students learn a target language best when there is an emphasis on relevant, meaningful content rather than on the language itself; it is obvious that people do not learn languages and then use them, but learn languages by using them, however, both form and meaning are important and are not readily separable in language learning.

According to Krashen S., second language acquisition is enhanced by comprehensible input [8], which is a key pedagogical technique in content-based instruction; however, comprehensible input alone does not suffice – students need form-focused content instruction as an explicit focus on relevant and contextually appropriate language forms to support content learning.

Christison M.A. states that the notion of cognitive academic language proficiency is contrasted with basic interpersonal communication skills, the comparison shows that students need to be learning content while they are developing cognitive academic language proficiency; 'there is not enough time to separate language and content learning; postponing content instruction while students develop more advanced academic language is not only impractical, but it also ignores students' needs, interests, and cognitive levels' [4, p. 11].

In CBI language learning becomes more concrete rather than abstract as in traditional language instruction the focus is on the language itself. The integration of language and content in instruction respects the specificity of functional language use (it recognizes that meaning changes depending upon context). CBI lends itself to the incorporation of a variety of thinking skills, and learning strategies which lead to proper language development, e.g., information gathering skills – absorbing, questioning; organizing skills – categorizing, comparing, representing; analyzing skills – identifying main ideas, identifying attributes and components, identifying relationships, patterns; generating skills – inferring, predicting, estimating [11].

Two important factors underlying content-based instruction are connected with motivating students to learn. Motivation and interest are crucial in supporting student success with challenging, informative activities that support success and which help language students learn complex skills. When students are motivated and interested in the material they are learning, they make greater connections between topics, elaborations with learning material and can recall information better. So, when students are intrinsically motivated they achieve more academically [5]. Because CBI is student-centered, one of its goals is to keep students interested and motivation is maintained high by generating stimulating content instruction and materials. The focal idea within CBI is the belief that learning occurs not only through exposure to the teacher's input, but also through peer input and interactions. Accordingly, students assume active, social roles in the classroom that involve interactive learning, negotiation, information gathering and the co-construction of meaning.

D. Nunan distinguishes between real-world or target tasks, which are communicative acts that we achieve through language in the world outside the classroom, and pedagogical tasks, which are carried out in the classroom. Pedagogical tasks are subdivided into those with a rehearsal rationale and those with a pedagogical rationale [9]. The goal of the language teacher is try to develop pedagogical tasks that are as close to real-world tasks as possible, thus creating activities that are meaningful and relevant to students.

A cognitive learning theory for instruction that integrates attention to content and language has been proposed by J. R. Anderson. The main idea of the theory supports the assumption that skills, that are viewed both as language and knowledge based ones, follow a general sequence of stages of learning from the cognitive stage (students notice and attend to information in working memory; they engage in solving basic problems with the language and concepts they're acquiring) to the associative stage (errors are corrected and connections to related knowledge are strengthened; knowledge and skills become proceduralized) to the autonomous stage (performance becomes automatic, requiring little attentional effort; in this stage cognitive resources are feed up for the next cycle of problem solving, concept learning [1].

Content-based instruction provides for cognitive engagement; tasks that are intrinsically interesting and cognitively engaging will lead to more and better opportunities for second language acquisition. It emphasizes a connection to real life, real world skills; in content-based classes, students have more opportunities to use the content knowledge and expertise they bring to class. Moreover, they activate their prior knowledge, which leads to increased learning of language and content material and provides revision of the material learned previously. Apart from pedagogical considerations, CBI approaches promote the importance of learning strategies, thus providing the curricular resources for development of the strategic language and content learner [9, 16].

Eight effective practices, designed by Stoller F.L., allow for natural content integration: it is not enough to simply integrate content into the language classroom, it must be done effectively through the implementation of their systemic use: a) extended input, meaningful output, and feedback on language and grasp of content; b) information gathering, processing, and reporting; c) integrated skills (using reading, writing, speaking and listening in natural classroom activities); d) and project work, enhanced by cooperative learning principles; e) (to produce more metacognitively aware strategic learners); f) visual support (i.e. images, graphic organizers, language ladders etc.); g) contextualized grammar instruction. Thus, culminating synthesis activities as knowledge is displayed in writing and orally [19, p. 269-275].

Task-based learning focuses on the use of authentic language through meaningful tasks based on cognitive mechanisms such as going to the restaurant, doing shopping, visiting the doctor or making a telephone call. This method encourages meaningful communication and is student-centred. The main characteristics of its student-oriented nature are as follows: 1) students are encouraged to use language creatively and spontaneously through tasks and problem solving, 2) they focus on a relationship that is similar to real world activities, 3) the conveyance of some sort of meaning is central to this method, 4) assessment is primarily based on the task outcome.

Efficient implementation of CBI allows for greater flexibility to be built into the curriculum and activities; there are more opportunities to adjust to the needs and interests of students. Moreover, classroom management strategies that underlie the practice can also be reinforced considerably to enhance students' engagement in learning tasks and activities. So the CBI approach to processing information is based on the assumption that information is delivered strategically at the right time and situation, compelling the students to learn out of emotional involvement and interest, this way the personal aspect is used as a tool for motivation. In addition, greater flexibility and adaptability in the curriculum can be deployed to pursue students' academic interests. Given the arguments, the recognition of the increasing use of groupwork in the second language classroom, teamwork in particular, to construct knowledge and accomplish tasks through collaborative interaction is believed to be instrumental in the CBI.

Conclusion. Commonly accepted perspectives on language teaching and learning recognize that, in meaningful communication, people use language skills not in isolation but in tandem of cognitive and language production actions. In addition to this fundamental assumption currently the ESP/EFL field aims at the integration of language and content teaching, it being considered an effective way of making progress in a foreign language. Content-based instruction helps increase English language learners' proficiency and teaches them the skills necessary for success in various professions. Within CBI, learners gradually acquire greater control of the English language: consequently they participate more fully in an increasingly complex academic and social environment, so that to be efficient in their professional field.

As CBI is an effective method of combining language and content learning, the main focus should be put on theme-based CBI as the way that works well in the EFL/ESP academic context. Its systematic use increases as teachers design new syllabi in response to students' needs and interests. Moreover, learners' motivation increases when students focus on learning new information organized around topics, rather than just on studying the language aspects. The *prospects* of the efficient use of CBI are to be based on still wider content-based instruction, carefully chosen teaching materials and effective techniques so that students' needs, learning styles, and academic requirements are met in the most suitable and appropriate ways to satisfy individual goals of language learners.

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L. Hnapovska,
Ukrainian Academy of Banking of the NBU

TEACHER ROLERS IN TEACHING FOREIGN LANGUAGES: RETROSPECTIVE ANALYSIS AND INSIGHTS INTO THE FUTURE

У статті наведено історичний екскурс у розвиток підходів до викладання іноземних мов. Концептуальні ознаки кожного з підходів охарактеризовано в термінах методів та прийомів, типових в межах розглянутих методологічних парадигм. Особливу увагу приділено професійним компетенція та ролям, що притаманні вчителю в контексті діяльнісно-орієнтованого підходу до навчання іноземних мов.

Ключові слова: методологія викладання іноземних мов, методи викладання, методичні прийоми, діяльнісно-орієнтований підхід, формати взаємодії викладача та студента.

Статья предлагает исторический экскурс в развитие подходов к преподаванию иностранных языков. Концептуальные особенности каждого из подходов интерпретируются в терминах методов и приемов, типичных для рассмотренных методологических парадигм. Особое внимание уделено профессиональным компетенциям и ролям, присущим учителю в контексте деятельностного подхода к обучению иностранным языкам.

Ключевые слова: методология обучения иностранным языкам, методы обучения, методические приемы, деятельностный поход, форматы взаимодействия преподавателя и студента.

The article offers retrospective analysis of approaches to teaching foreign languages. Peculiarities of each of the approaches are interpreted pertaining to the set of methods and techniques available within the framework of the methodological paradigms under consideration. Special emphasis is placed on professional competences and roles inherent to teachers in the context of action-oriented learner-centred approach to language teaching.

Key words: foreign languages teaching methodology, teaching methods, techniques, action-oriented approach, learner-centredness, teacher-student interaction formats.

The field of foreign language teaching has undergone many fluctuations and dramatic shifts over the years. As opposed to physics or chemistry, where progress is more or less steady until a major discovery causes radical theoretical revision, language teaching, as M. Celce-Murcia claims, is a field where «fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur in youth culture» [2, p. 3].

In brief, the history and, to a great extend, the present day reality of teaching foreign languages can be summarized in terms of the nine traditional approaches listed below. Each *approach* as a certain model or research paradigm, i.e. a theory, can be specified pertaining to the set of *methods* (a system of procedures) and particular *techniques* (classroom devices or activities) used by teachers to implement this theory. In this paper we will focus on special proficiency and role that the teacher is expected (or not expected) to fulfill within the framework of each approach considered.

Grammar-translation approach implies that instruction is given in the native language of the students; there is little use of the target language (TL); focus is on grammar – specifically, on the form and inflection of words; there is early reading of difficult classical texts; a typical exercise is to translate sentences from the target language into the mother tongue. The result is usually inability on the part of the student to use the language for communication. With this approach *the teacher does not have to be able to speak the target language.*

Direct approach suggests that no use of the mother tongue is permitted (i.e. the teacher does not need to know the students' native language); lessons begin with dialogues and anecdotes in modern conversational style; actions and pictures are used to make meanings clear; grammar is learned inductively; literary texts are read for pleasure and are not analyzed grammatically; the target culture is also taught inductively; *the teacher must be a native speaker or have nativelike proficiency in the target language.*

Reading approach means that only the grammar useful for reading comprehension is taught; vocabulary is controlled at first (based on frequency and usefulness) and then expanded; translation is a respectable classroom procedure; reading comprehension is the only language skill emphasized; *the teacher does not need to have good oral proficiency in the target language.*

Within the framework of **audiolingual approach** lessons begin with dialogues; mimicry and memorization are used, based on the assumption that language is habit formation; grammatical structures are sequenced and rules are taught; skills are sequenced: listening, speaking – reading, writing postponed; pronunciation is stressed from the beginning; vocabulary is severely limited in initial stages; a great effort is made to prevent learner errors; language is often manipulated without regard to meaning or context; *the teacher must be proficient only in the structures, vocabulary, etc. that (s)he is teaching since learning activities and materials are carefully controlled.*

In the context of **situational approach** the spoken language is primary; all language material is practiced orally before being presented in written form (reading and writing are taught only after an oral base in lexical and grammatical forms has been established); only the TL should be used in the classroom; efforts are made to ensure that the most general and useful lexical items