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Editor-in-chief

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*The Effect of Using Content Based Instruction on
Students 'Recognition Achievement in Reading
Comprehension
At University Level
Maysam Tareq Mahmood *
Basim Yahya Jasim **

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Abstract

Content-Based Instruction (CBI) is viewed as relatively a new approach to teaching English as a foreign or second language. CBI integrates teaching of the linguistic aspects and the subject matters as a core of the learning process. It focuses on the integration of the language skills.

This paper attempts to investigate the effect of implementing Content-Based Instruction on the students' recognition achievement in teaching reading comprehension at university level. The sample of the study consisted of (50) second-year students studying in the Department of History, College of Arts, University of Mosul. The sample is divided in to experimental and control groups. Each has (25). After achieving co-equivalence between them, an achievement test has been conducted on them. It hypothesized that using CBI will better help students of History in: Comprehending vocabulary items, word knowledge, grammatical structures, reference, lexical relations, cohesion and coherence correctly and meaningfully at recognition level. The result obtained indicates that using CBI in teaching reading comprehension was found to be effective approach that helped to enhance the students' ability at recognition level.

Keywords: meanings, terms, teaching.

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1. Content Based Instruction

Content-Based Instruction (CBI) has been defined by Crandall and Tucker as “an approach to language instruction that integrates the presentation of topics or tasks from subject matters classes within the context of teaching a second or foreign language” (cited in Ngan, 2011:92). Richards and Rodgers (2001: 204) point out that “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 other type of syllabus” . CBI integrates learning language and the subject matter as a core of the learning process so, it is viewed as one of the revolutionary approaches to teaching foreign or second language. The process of language learning is viewed as successful when the language is put into context taking in to consideration the learners prior needs and interests and when the foreign or second language learning conditions are similar to those experienced when learning the first language. The origins of this approach can be traced back to the ancient Akkadians who implemented Sumerian as the medium of instruction to educate young people in science and religion (Mehisto, Frigol , and Marsh cited in Horn 2011:2).

1.2 Models of Content –Based Instruction

Amiri & Fatemi (2014: 2158) maintain that CBI models vary in design and implementation based on such factors as setting, level, and the nature of instruction. Some models are used in foreign language settings while others are utilized in second language environments. Some models have proved successful at the elementary school level whereas some have demonstrated their usefulness at secondary or post-secondary levels. However, three general models of CBI are commonly used in the literature:

A- Theme-based language instruction: In this model, the course is taught by a language instructor and is structured around topics or themes, with the topics forming the essence of the course curriculum.

B- Sheltered content instruction: In this model, the course is implemented to separated learners by a content expert who is a native speaker of the target language.

C- Adjunct language instruction: Students in this model, take part in two linked courses, a content course and a language course both of which include the same content in common and complement each other regarding jointly coordinated homework (Richard and Rodgers, 2001: 216).

2. Reading Comprehension

Reading is viewed as an interactive process. The term “reading” means dealing with the printed forms of the text the aim is to elicit meaning from the texts. Alderson (2000: 7-8) states that in the process of reading there must be three steps the first one is reading the lines then, reading between the lines, and reading beyond the lines. On the other hand, comprehension can be defined as the process of inferring meaning from the text. It involves word knowledge (vocabulary) as well as thinking and logical reasoning. For Chair (2002: 11) “reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written text”.

3. Reading Comprehension Strategies

Successful readers utilize a lot of strategies to derive meaning as they read. Learners try to expand and practice beneficial strategies to make sense about what they read. The strategies that are commonly used are:

3.1 Using background knowledge: In this strategy, readers effectively activate their background knowledge to aid them comprehend the written texts. Individuals’ experiences with the world together with their notions for how written texts work involving word recognition, word meaning, print concepts as well as the form of the text.

3.2 Asking Questions: In this strategy, readers ask themselves appropriate questions aiming to determine the main idea of the text and the most important and relevant information.

3.3 Making Inferences: Writers do not provide the readers with full information about the text. Instead, readers aid themselves while they are reading by gathering information from the written text in addition to their prior knowledge of the world to make the appropriate inferences.

3.4 Predicting: In this strategy, readers are able to attain meaning of the written texts by making appropriate guessing. Readers, before reading apply what they know about the writer to predict what the text is about. The title can operate memories of texts with the same content permitting them to guess the content of the new text. During reading, readers can successfully predict what will occur next and they may change any prediction that is rejected by the process of reading.

3.5 Summarizing: Successful readers can combine the important information taken from the text and re-write it using their own words and style of writing. According to this strategy, readers must be aware of the structure of the text, how the opinions are presented and related to each other in addition to the most important information found in the text.

3.6 Visualizing: In order to comprehend the text effectively, readers visualize the text by drawing mental images about what they are facing as they read and how they perceive the text.

3.7 Comprehending Monitoring: In this strategy, readers are able to know what they comprehend when they read and perceive so they utilize effective strategies as they read (Gilakjani, 2016: 234-235).

4. Review of Literature

Investigating the effect of using Content-Based Instruction on students' recognition achievement at university level has not been extensively studied, yet the researcher has come across some related studies that might provide ground work for the present research. The related studies will be discussed in terms of aims, hypotheses, research questions, procedure as well as the obtained results.

Tsai's Study (2010) was conducted to examine the effect of content-based Instruction on EFL students' reading comprehension through the implementation of a content-based curriculum with the aim of answering the following questions: whether the application of content-based instruction would enhance students' general and academic English reading comprehension, is there a significant difference among students with different proficiency levels on the improvement of general reading ability as well as what are the

attitude of the students toward CBI? . The sample in this study was (101) university students in Taiwan.

The researcher utilized pre and post-tests of the general reading comprehension and academic reading comprehension tests after the use of Content –Based Instruction. Results indicated that the utilization of content-based language instruction had enhanced students' reading comprehension as well as critical thinking ability and the students' attitude are positive.

Reza 's Study (2013) investigated the impact of teaching reading strategies on reading comprehension improvement of Iranian ESP readers. The aim was to discover whether there are any relations between readers' proficiency level and the usefulness of reading strategy training. The participants of the study were (60) ESP readers in the first year of their education studying geography at Hakim Sabzevari University, Iran. The researcher applied quasi experimental design. The findings of the study showed that reading strategy training was more effective in improving reading ability of ESP readers than traditional methods. Besides, it was found that reading strategy training does not affect the reading ability of learners with different proficiency levels in the same way and that less able readers might benefit more from training.

Khruawan & K. Dennis s' Study (2017) was conducted to answer the following questions: How does CBI help students to improve their achievement in reading comprehension? And what are the students' attitude towards CBI to practice English reading skills. The sample of the study were 50 Thai tenth grade students. The researcher implemented a one-group-pretest-posttest design. Questionnaires were also used to investigate the students' attitude towards using CBI approach. The results indicated that CBI approach had better help the students to read and understand reading text. Furthermore, CBI has made the positive attitude towards reading.

In fact, teaching English indirectly through academic subjects to Iraqi EFL students has not experienced extensively. Students maintain that second or foreign language skills have been taught a part from the academic subjects or school curricula and they do not match their interests in addition to that teaching reading

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comprehension skills at university are rarely emphasized, a problem which needs due attention. Therefore, this paper aimed at investigating the effect of using Content Based Instruction on students 'recognition achievement in reading comprehension at university level.

5. Research Question

The present study tackles the problem already raised through addressing the following question: Will the content –based instruction (CBI) to language teaching help in better recognition achievement when used for teaching reading comprehension?

6. Hypothesis

Based on the research question mentioned above, this paper hypothesizes that using CBI will better help students of History in: Comprehending vocabulary items, word knowledge, grammatical structures, reference, lexical relations, cohesion and coherence correctly and meaningfully at recognition level.

7. Proceduer

The researcher implemented quasi experimental design (pre and post-tested) in which two groups are divided equally one of them would be the experimental group(EG) who will take the lesson series of CBI and the reading comprehension instruction and the other will be the control group (CG) which is taught by the traditional methods of teaching.

7.1 Participants

Fifty second- year students studying in the second semester of the academic year 2018-2019, Department of History, College of Arts, University of Mosul were chosen to take part in the experiment ranging in their age from 22 to 24 years.

7.2 The Instrument

The test is a tool used to collect data about the subjects' ability in areas under investigation such as vocabulary, grammar, reading, and general proficiency (Seliger and Shohamy, 1989:176). The test of the current study is conducted to verify the hypothesis mentioned which assumed that using CBI will better help students of History in: Comprehending vocabulary items, word knowledge, grammatical structures, reference, lexical relations, cohesion and

coherence correctly and meaningfully at recognition level. It comprised two parallel reading passages. Each reading passage dealt with historical topics and followed by three separate kinds of questions. Section (1) of the first set of the questions measured the students' recognition ability. It contained (10) items and each item was designed to measure specific linguistic ability and was followed by four options and the students were required to select the correct answer. Section (2) of the test included a set of (3) questions about the reading passage and the students were asked to write about what they have comprehended from the passage. It contained two questions to be answered. Section (3) contained two questions to be answered.

7.3 Scoring Scheme

Both the recognition and the production levels of the test were scored out of (100). The recognition part is given two and a half marks for each item and it will be out of (50). The second section of the test was out of (30), while the third section was scored out of (20) and zero in case of failure.

8. Results and Discussion

To maximize the research validity, a paired T-test depending on the SPSS program version (20) was conducted to decide whether there was any significant difference between the pre and the post test of each group or not. Then, the independent T-test was also used but for the responses of both groups in the post test the main aim was to detect whether the differences between the responses significant to confirm the effect of applying the experiment. The procedure to be followed is to present the statistical data illustrated by tables which followed by relevant analysis.

- 1-The mean scores to compare averages.
- 2- The Standard Deviation of the differences between the students' scores
- 3- The Paired T-test to investigate the subjects' scores in the pre and post- test within each group.
- 4- The Independent T-test to compare the responses of both groups in the pre and post- test independently.

A comparison was made between the mean scores of the (EG)obtained in the pre-test and mean scores of the (CG)obtained in the pre-test. The aim was to see whether the two groups have the same

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background knowledge in the reading strategies and skills. As it is shown:

Table (1) A comparison between the EG and CG in pre-test (recognition level).

Groups	No.	Mean	SD	T calculated	Sig
EG	25	19.6	8.21		
CG	25	17.7	8.74		

***Significant at ≤ 0.05 level under (48) degrees of freedom, tabulated T (1.6772)**

It is obvious from the table (1) above, that the results reveal that the calculated -T value reads 0.79 at 0.433 level of significance, while the tabulated T reads (1.6772) under (48) degree of freedom. Since the calculated T- is lower than the tabulated- T this means that there is no statistically significant difference between the groups at the recognition level.

A comparison was made between the mean scores of the (EG) in the pre-and post-test mean scores the aim of such comparison was to detect any change might take place results from the progress of the subjects. (As it shown in table 2 below)

Table (2) A comparison between pre and post -test of the Experimental Group in the (recognition level).

EG	No.	Mean	SD	T calculated	Sig
Pre -test	25	19.60	8.21	4.018	0.001*
Post- test	25	26.40	6.65		

***Significant at ≤ 0.05 level under (24) degrees of freedom, tabulated T (1.711)**

It is clear from the table (2) above, that the results reveal that the calculated -T value reads 4.018 at 0.001 level of significance, while the tabulated T value reads (1.711) under (24) degree of freedom. Since the calculated T- value is greater than the tabulated- T this indicates that there is a statistically significant difference between the pre and posttest of the EG in the recognition test. This difference implies that the subjects have benefited from the teaching approach(CBI) and a progress has been achieved.

A comparison was made between the mean scores of the (CG) in the pre- and post-test mean scores to identify any change might take place which results from the progress of the subjects. (As it shown in table 3 below)

Table (3) A comparison between pre and post –test of the Control Group in the (recognition level).

CG	No.	Mean	SD	T calculated	Sig
Pre- test	25	17.70	8.74	0.218	0.829
Post- test	25	18.10	7.91		

***Significant at ≤ 0.05 level under (24) degrees of freedom, tabulated T (1.711)**

It is clear from the table (3) above, that the results reveal that the calculated–T value reads 0.218 at 0.829 level of significance, while the tabulated T reads (1.711) under (24) degree of freedom. Since the calculated T- is lower than the tabulated- T this means that there is no statistically significant difference between the pre and post-test of the CG in the recognition test a case which indicates that no significant achievement has been made at the recognition level and the subjects have not benefited the method used.

A comparison of the post-test means scores of EG and CG was made to investigate the effect of applying CBI to increase the recognition level of the students under study. The following results have been achieved:

Table (4) A comparison between the Experimental and Control groups' post-test in the (recognition level)

Groups	No.	Mean	SD	T calculated	Sig
EG	25	26.40	6.65	4.01	0.001*
CG	25	18.1	7.91		

***Significant at ≤ 0.05 level under (48) degree of freedom, tabulated T (1.6772)**

It is obvious from the table (4) above, that the results revealed that the calculated –T value reads 4.01 at 0.001 level of significance, while the tabulated T reads (1.6772) under (48) degree of freedom. Since the calculated T- is greater than the tabulated- T this indicates that there is a statistically significant difference

between both groups in the post-test in the recognition test.

The findings obtained reveal that a highly significant difference was found in the recognition mean scores in favor of the (EG) a case which indicates that the lesson series of CBI was beneficial and the EG have utilized the reading comprehension skills effectively. Thus, this confirms the hypothesis of this paper. This can be attributed to the effectiveness of CBI as a new approach of teaching foreign or second language.

9. Conclusions and Suggestions for Further Studies

9.1 Conclusions

CBI is a language teaching approach which focuses on the integration of content and the language aspects using reliable and authentic materials. The emphasis in this approach is on the content (what to teach), (who to teach) and (how to teach) which means the procedures and techniques implemented in the process of teaching.

The aim of this paper is to investigate the effect of the proposed approach, i.e. CBI on the recognition achievement of the second year students who have already been learning history with the currently used method of teaching. The experimental and control groups were achieved low mean scores in the pre- test, while in the post-test, only the control who was taught using the traditional methods of teaching has not been developed significantly which means that the traditional methods of teaching did not manage to prepare the students to deal with the language effectively and the focus in the process of teaching was on form rather than on meanings.

Explicit training in experimental CBI which increased the students' ability to comprehend the vocabulary items, grammatical structures, reference, lexical relations, cohesion and coherence correctly and meaningfully as well as the development in the recognition level This can be attributed to the active participation in the experimental lesson series. Besides, Effective instruction and the extensive use of the relevant material sprang from cautious application of the experiment series.

9.2 Suggestions for Further Studies

1-The same study can be conducted on other levels, particularly on M.A. students to obtain more reliable results.

- 2- Investigating the effect of using CBI in teaching English to the students of geography, psychology, physics. Arabic are needed.
- 3-More studies are needed to be carried out to investigate the effect of CBI on other skills such as: listening comprehension, speaking and writing skills.

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أثر استخدام طريقة التدريس المستند الى المحتوى في تدريس القراءة الاستيعابية على

التحصيل الإدراكي على المستوى الجامعي

ميسم طارق محمود* و باسم يحيى جاسم *

المستخلص

تُعدُّ طريقة التدريس المستند الى المحتوى CBI طريقة جديدة نسبياً لتدريس اللغة الإنكليزية بوصفها لغة أجنبية او لغة ثانية، وتهدف الى دمج تعلم اللغة مع المحتوى بوصفه جزءاً جوهرياً في العملية التعليمية؛ لأنّها تركز على الجمع بين مهارات اللغة. تحاول الدراسة تفصي أثر استخدام طريقة التدريس المستند الى المحتوى في تدريس القراءة الاستيعابية على التحصيل الإدراكي على المستوى الجامعي، وقد شملت عينة البحث (٥٠) طالباً وطالبة في المرحلة الثانية في قسم التاريخ - كلية الآداب - جامعة الموصل. وزعت عينة البحث الى مجموعتين، ضابطة وتجريبية. اذ اشتملت كل مجموعة (٢٥) طالباً وطالبة. وبعد تحقيق التكافؤ بين المجموعتين قامت الباحثة بإجراء اختبار تحصيلي. تتبنى الدراسة الحالية الفرضية التي تنص على ان استخدام طريقة التدريس المستند الى المحتوى سوف تساعد طلاب قسم التاريخ في فهم واستيعاب المفردات اللغوية، معاني المصطلحات، التراكيب النحوية، الترابط المعجمي الموجود في النصوص وحالات الإشارة بصورة صحيحة على المستوى الإدراكي. وتشير النتائج الى فاعلية استخدام هذه الطريقة في تدريس القراءة الاستيعابية حيث انها زادت من كفاءة الطلاب في المستوى الإدراكي.

الكلمات المفتاحية: معاني، مصطلحات، تدريس.

طالبة ماجستير/قسم اللغة الإنكليزية/كلية الآداب/جامعة الموصل.

أستاذ/قسم اللغة الإنكليزية/كلية الآداب/جامعة الموصل.