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POSTGRADUATE STUDIES – SECOND CYCLE

**A comparison between content-based instruction and teaching
English as a foreign language (ELT) – a case study from the
secondary school Maarif International Schools in Tetovo**

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Abstract

This study investigates the content based instruction and its effectiveness in developing English language. Moreover it attempts to analyze the learner's motivation and will to study the language and content in a parallel way. Besides this, techniques and methods that are used in learning English language as a subject itself are compared to those that are used in content based instruction. In other words, the fundamental aim of this study is to observe, analyze and find out the advantages and disadvantages of language acquisition by studying it as a separated subject as well as studying it while acquiring another subject. The achievement and results of students are not neglected in order to end up with good conclusions.

To measure the objectives that are mentioned above, a quantitative and qualitative research is conducted. Questionnaires, observation, interviews, quizzes as well as analysis of materials and books are the methods are used for this study. It takes place at the secondary education level and the participants selected for the study are secondary level students coming from a private school of the rural area of the city. The sample includes 1st and 2nd graders of Maarif International Schools, located in Tetovo.

In general, the research is comparative by bringing into surface the methods and techniques teachers apply while teaching English as a native language as well as the application of content based instruction in Biology and Geography subjects. The teacher observes: 2 classes of English subject per week, 2 classes of Biology per week and 2 classes of Geography per week. The duration of the study is 2 months. During this period the teacher has the chance to gather information and data about the methods and techniques used in content based instruction in comparison to those used in English as a subject itself. After identifying the methods, the teacher can recognize the advantages and disadvantages of the language teaching and learning processes, without neglecting the performance of students and their overall knowledge of English language in correlation with content based knowledge.

Keywords: content, instruction, language, comparison, methods

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CHAPTER I: INTRODUCTION

English language teaching and learning processes require hard work, patience, dedication and the most important one, desire. Teaching is the process of imparting knowledge, whereas learning is the process of receiving knowledge. These two processes are not complete without the presence of materials and tools. The teacher is the one who uses different methods and techniques while teaching English language, due to the fact that he/she is a leader and the most important source in the classroom. The teacher's responsibility is to find the best way of transmitting the language for having good results. The aim of every language teacher is to see the students achieving success in four language skills: reading, writing, listening and speaking.

Gaining proficiency in another language and acquiring it as a mother tongue would be even more possible by studying it with the books and materials that native speakers use as well as studying the other subjects in that language. All these elements are considered as crucial for having perfect results.

Content based instruction (CBI) refers to the academic subject taught in English language, so that students learn academic content and the language skills simultaneously. According to Stephen B. Stryker and Betty Lou Leaver (1997), content based instruction encourages the students to learn a new language by using it from the very first time they become familiar to a particular subject, as a real means of communication. "Furthermore, the philosophy of content- based instruction (CBI) aims to empowering students to become independent learners and continue the learning process beyond the classroom"(p.3).

Stephen B. Stryker and Betty Lou Leaver (1997) claims that Content based instruction experiences show that there is a better potential to enhance the motivation of students, to accelerate students' acquisition of language proficiency, to enrich their cultural knowledge, and to have a more enjoyable and interesting learning experience. Moreover, students become more and more autonomous by experiencing a well-organized content-based program.

Content based instruction is an approach which helps students build knowledge in context and language as well. Cammarata (2016) claims that "content based instruction is an instructional and curricular approach specifically designed to embed language instruction in the context of content that is meaningful to learners". Besides this, it has also been called content-based language teaching (CBLT), because the content and

language are taught equally. For today's learners this approach is very effective and important, due to the fact that it does not only enrich the vocabulary in English but also the content knowledge.

In schools where English is taught as a native language and other subjects are using the content based instruction approach, students have the opportunity increase their intelligence and become better and better in learning the language and the content as well. What's more, this method enables apprentices to experience difficulties in the process of learning, because they are not familiar to the language as much as the advanced students are and they do not know the content vocabulary words like the others do. Then again, comparing the methods and techniques that English language teachers use with those that teachers of other subjects use will highlight the importance of the content-based instruction.

1.1. Background of the study

Generally, the application of content-based instruction has not received a desirable significance in the construction of the school curriculums in our educational system. Furthermore, the terminology content-based instruction is not very common and heard by the people in our community. Traditional methods of language teaching were not focused enough in vocabulary learning. Their greatest focus was grammar and rules. This was not considered as an effective method, due to the fact that students learned by heart and were not able to put the language into practice. However, private schools in general have a different perspective and different educational system. Their greatest focus is English Language Teaching and the application of content based instruction. Therefore, all the other subjects in a private school are taught in English Language. Content-based instruction provides the learners with concrete means necessary to build the language and enrich it with words connected to different areas and fields, therefore students are able to manage real English and gain the needed confidence to express their ideas, thoughts and feelings in a proper way. Achieving such a goal would be a real success for the teachers who use content-based instruction and students in a parallel way.

The key findings of this study have proved that content based instruction is a teaching approach that focuses on learning the language through learning about different academic fields. Although it used to be a familiar approach to the academic programs, the interest in it has drastically increased, because it has proven a very effective in

language teaching. Students are able to focus on material which is related to their real lives, such as themes about history, geography, biology etc.

In order to apply content-based instruction teachers need to use content materials, which means for each subject the book should be in English language. It might be very challenging for teachers and students in the beginning of the course, due to the fact that teachers might not be able to master the language because they might not be highly advanced in English language. On the other hand, some students might lack the basic knowledge of language; therefore, it is pretty hard to learn the language and content equally.

All in all content-based instruction can be summed up as an approach where different activities, methods and techniques are used to address students with real world sources.

When content based instruction is combined with teaching English as a foreign language, the results that teachers and students achieve are even much higher, due to the fact that teaching English as a separate subject helps them understand grammar rules, structure of sentences, vocabulary words, and different areas that a particular language has.

According to Surkamp and Viebrock (2018) “Content and Language Integrated Learning (CLIL) denotes an approach to learning content through a foreign language and teaching content and language at the same time” (p.204). So, the schools that offer this kind of curriculum, as teaching English as a foreign language and applying content based instruction in all other subjects tend to be more successful.

For the fact that this topic would be very helpful for the English teachers and teachers who use content based instruction, I have decided to conduct this research. Moreover, the research aims to investigate the comparison between teaching English as a foreign language and the application of content based instruction in different subjects, by showing advantages and disadvantages of methods, techniques and materials used by teachers.

1.2. Significance and purpose of the thesis

Teaching English as a native language is not very common in my country. On the other hand, content based instruction is even more rare and unusual as an educational approach. The implementation of both these enables a great educational development

due to the fact that students enrich themselves in all language aspects as well as the things being taught. Among different language approaches this is considered to be a very student- centered approach, because it all depends on student's ability to use the language in different contents.

The implementation of content based instruction is very important for the teachers, because it is more challenging for them as much as it is challenging for the students. On the other hand, chances for student's thinking skills are more likely to be advanced, since they will focus more on new information rather than language structure.

This study aims to investigate the comparison between content based instruction applied in Geography and Biology subjects and teaching English as a native language. Methods and techniques used in both cases will enable me to understand the advantages and disadvantages in the teaching and learning processes. Moreover, by comparing all of these, I will be able to find the most applicable and useful methods or even develop some new ones that will be helpful for English teachers.

Content- based instruction and teaching English as a native language in a parallel way are very beneficial for the students, due to the fact that they have the opportunity to develop language skills and content knowledge. These methods are very rare in our country, not to say they are present only in private schools.

Furthermore, the thesis is important since it enables the direct approach with authentic materials. In the learning process students tend to be more motivated because of the materials and they use their language skills across subjects.

The thesis also attempts to enable the readers understand that people learn a second language more successfully when the language is used as means of acquiring information and it leads to more effective language learning. Language teachers will also be aware of the fact that language is purposeful which means that it would be better if it is taught for specific purposes such as vocational, social and different other purposes which means that a language teacher should make simplifications and adjustments in order to make the content more comprehensible.

Lastly, the comparison between content based instruction and teaching English as a native language is a helpful research for language teachers due to the fact that it makes us understand the advantages and disadvantages of each approach, the performance of students, and most importantly, the methods and techniques which are applied. This investigation will help language teachers find ways of transmitting content and language skills in a parallel way. Even more, it will enable English teachers understand

whether they should focus that much on grammar parts of the language or should allow students build their grammar skills unconsciously.

1.3. The structure of the study

This thesis is composed of five chapters. Chapter one provides a general introduction and generally deals with the background of the thesis, significance and purpose of the thesis and structure of the thesis.

Chapter two contains the review of the relevant literature and studies conducted in the field of teaching English as a foreign language and the application of content based instruction. The first section reviews the literature related to the terminology content based instruction, importance of content based instruction, the role of it, its application in schools, methods and techniques used, whereas the second part is focused on the importance of teaching English as a foreign language, methods and techniques used and difficulties students face.

Chapter three discusses the methodology and study procedures. It introduces the research design, participants of the study, instruments and data analysis. Most importantly, it deals with the experimental design of content based instruction

Chapter four presents and discusses all quantitative data gathered from the questionnaires, interviews, textbooks and curriculum and compares them with reference to the research questions and hypotheses.

Chapter five deals with the overall conclusions of the study, as well as its limitations and recommendations for the future research studies.

The relevant references and resources used in this study are presented at the bibliography section and appendixes are structured by the end of the thesis.

CHAPTER II: LITERATURE REVIEW

2.1 The importance of English Language

In recent years, the spread of English Language throughout the world has resulted in its major role and high importance in academic and cultural areas of a large number of countries. “ The mandate to teach English in earlier and earlier grades, combined with a growing exposure to the English language through television, newspapers, popular culture, tourism, travel and the internet have further increased the importance of the language”. (Kaufman & Crandall, n.d.)

In many countries, English has become the second language in schools. Students are required to be proficient enough in order to read and understand the materials in English as well as to participate in different discussions or make oral presentations. The use of English in electronic communication in all academic areas requires even higher proficiency and literacy development. Therefore, English language has a significant role and impact in people's lives. (Kaufman & Crandall, n.d.)

The use of science, technology and the developments in transport and communication, make the entire world a global village. Communication among people all over the world is mostly transpired in English at international level. As Kishan, N (2007) states "English is not only one of the richest languages of the world, but a window on the modern knowledge in various disciplines and faculties". (p.26)

Considering English as the language of international communication, the language of business, as a language that enables a better access to the world of entertainment, as a language of internet it has become more and more present in people's everyday life and in the conversation of learners. So, the majority of countries start learning the language from the very early stages of academic education or even pre-school education.

2.2.1. Teaching English as a Foreign Language

There is no doubt that primary school students can learn better and with a great enthusiasm and remarkable naturalness. The continuation of learning the language plays a very crucial role in the proficiency of it.

In different countries, children start learning the language early. When children are taught at early stages a particular language, the activities should last shorter and the lesson should be simplified by using variety of activities that review the material, grammar and vocabulary. "In addition, an early start adds to the years of exposure to a foreign language. Teaching such young children however, requires special approaches and methodologies different from those used with adults".(The Fundamentals of TEFL, 2019).

When English Language is taught in an unbroken and co-ordinated sequence from primary through secondary education and when the students start from the early ages and never stop it till the end of their secondary education, standards of written and spoken language are undoubtedly very impressive, not to say most impressive. This mostly happens in private schools. The reason for these great results is not because of

the perfect teaching methods, nor the smaller number of students, but definitely the unbroken sequence of teaching English.

It is hard to find an ideal way for teaching English as a foreign language. Pachler, N. and Redondo, A (2014) claim that “whenever you read or hear about the teaching and learning the foreign languages, you learn that there is no definitive answer to the question of how people learn a foreign language.”(p.1)

Some people think that you can learn the language by immersion in the target language, whereas the others emphasize the importance of grammar in learning the language; some can learn the target language words from listening activities, whereas the others prefer seeing them written down on notebooks. Therefore, each individual has his or her own view and preferred method when it comes to learning a foreign language. As a teacher you are going to be working with a range of individuals who will bring different experiences, different learning styles and preferences. Despite all of the factors that affect the learning process of a language, there is no teaching recipe to follow with guaranteed results. (Pachler & Redondo, 2014).

Teaching and learning a foreign language takes time and motivation. Without these factors there is no success in learning a language. There are an infinite number of words and structures to be learned, and like any other skill being able to use foreign language learning needs a lot of practice. Building up a communicative performance is not that easy for language learners. Thus, teachers should think of variety of methods and techniques applicable during teaching English as a foreign language. Another very important thing is being clear and setting realistic and ambitious goals for students.

The first aim of teaching English as a foreign language is to understand and to be understood in that language, in both speaking and writing. The most important aim is successful communication with other users of the target language. Furthermore, learners should be able to communicate their own personal meaning and develop curiosity into different areas of the life and culture of target language speakers. Teaching and learning English as a foreign language during the process of education helps students recognize the difference between cultural groups, the way they think, live and express themselves. Therefore, it is helpful in the other aspect of academic and educational performance of students due to the fact that they understand the importance of cultural diversity as a crucial social aim.

Furthermore, learners need to have a general idea about learning English as a foreign language, so that they become more independent learners, as well as independent users

of the language. As it was mentioned before, there is a lot to learn in learning a foreign language and it cannot all be taught “directly”; secondly, language learners have different learning preferences, different strengths and weaknesses and different orientations when it comes to the way they see a language learning process. Teachers should be able to see and analyze their preferences so that they engage all the students during the language learning process with a high motivation. (Pachler & Redondo, 2014)

There are many teachers that have a reputation for real success in teaching, and there are others that have a poor reputation. If you ask the students about their English knowledge they will tell that they learnt at schools, whereas others will say that for 4, 5 or six years they learnt almost nothing. Are the students able to understand the instructions in class, or questions in an interview or talks at a conference? Can they use the everyday language asking for directions in the street or providing some personal information? Can they complete application forms or write letters or different reports? Can they pass different exams such as UCLES exams or the TOEFL tests? Success in a foreign language is not only being able to memorize words and repeat the same or complete different grammar exercises. We can all recognize real, practical success in language teaching and learning processes. As Davies. P and Pearse. E claim “It is the ability of learners to use English effectively in real communication situations” (2000, p.1,2).

2.2.2 Successful teaching of English as a foreign language

Teachers may differ when it comes to their success in teaching the language. Different factors might influence the differences such as: teachers’ experience, their training, level of English, or the size of classes, hours of class per week, the methodology and materials used. In this regard Davies. P and Pearse. E (2000) claim that “Successful teachers have many things in common. They usually:

1. Have a practical command of English, not just a knowledge of grammar and rules
2. Use English most of the time in every class, including beginners’ classes
3. Think mostly in terms of learner practice, not teacher explanations
4. Find time for really communicative activities, not just practice of language forms
5. Focus their teaching on learners’ needs, not just on finishing the syllabus or

coursebook.”(p.2).

Considering the mentioned points, teachers should consider firstly their profession as a life-long hobby and secondly professional obligation. Learning the grammar rules and English terminology and vocabulary are very important, but teaching a language, especially an international language is much more than transferring knowledge. Students, besides memorizing rules and learning vocabulary words must practice the real communicative use of English.

Through listening comprehension and use of the language students seem to learn much more than from different explanations about the language. Language learning is essentially about communication. Therefore, the success of the teacher is measured by the success of the learners.

If communication is considered as the main goal of teaching English as a foreign language, then it should be used for real communication in the classroom as much as possible. Depending on overall objectives of the course, teachers must find out that in order to be effective and to promote successful teaching, they should enable the learners to communicate in real situations. Therefore, the class should be run mostly in English, avoiding explanation in students' native language. Doing this with beginners is difficult indeed. Thus, different techniques and methods should be practiced in order to achieve the goals in teaching English as a foreign language. Only if English is seen as the main classroom language or if teachers simply speak English all the time the beginners will be quickly driven to express themselves in that language. Different interactions recur naturally class after class. As Davies. P and Pearse. E (2000) tried to highlight:

“They become routines for the learners, just as they would learn common interactions if they were living in an English-speaking country. Some teachers try to introduce English in the classroom little by little, using the learner's first language most of the time at first. So, one of the main objectives in English language teaching, even with beginners should be to establish English as the main classroom language” (p.6).

Ediger. M states (2010) that “Language skills, like any other skills, can be acquired only through practice “(p.6). When it comes to mother tongue the child gets enough practice through in his daily environment. Children use the language at home, in the playground at school, almost everywhere. There is not only one teacher for the child while learning the mother tongue. Starting from the parents and continuing to other family members, friends and relatives, almost everyone which whom a child comes in

contact in his day-to-day life. Due to the fact that a child cannot express himself freely in his mother tongue and some of his basic needs are likely to remain unfulfilled, he has the full motivation and urge to learn the language by interacting with people he meets. Acquiring the language without being conscious of it is perhaps most remarkable due to the fact that they learn the most complex code by their teachers, including here the parents and other people they interact with, without any significant effort. Automatically children study the language by imitation. On the other side when it comes to the second language, the method of learning the language completely differs due to the fact that there are not natural resources for the learners. Unlike the mother tongue, second language is learnt consciously, usually in normal classroom having the teacher as a guide. For that reason, classroom activities must provide the needed motivation for practicing the language. Furthermore, material presented while learning the second language, the activities and lessons must be selected in a proper way so that the acquisition of the foreign language is easier for the students and the needed success is achieved.

2.3 Content-based foreign language instruction

According to Stryker, S.B. & Leaver, B.L. (1997) claim that “Learning a second language has been compared to learning to ride a bicycle, learning to play tennis or learning to play a musical instrument” (p.3). So, without putting the learned things into practice, there would not be real success. Practice means everything. What teachers need to do is motivating the students to use the language beyond the classroom environment, and what students need to do is trying to acquire the language unconsciously, without being forced for it. Therefore, content-based foreign language instruction encourages students to learn a new language by playing real pieces- actually using that language, as a real means of communication. On the other hand, the application of content-based instruction leads to independent motivated learners. As a global approach to foreign language education, it has become an important factor in different schools around the world. It can be considered as a very refreshing and challenging approach for teachers and students. A curriculum which has content-based instruction as an approach is enriched with a great way of escaping the boredom. Content-based instruction is an extremely important factor that entails motivation. As stated by Stryker, S.B. & Leaver, B.L. (1997)

“Experience in foreign language classrooms has convinced us that content-based approach has a potential to increase students’ motivation, to accelerate students’ acquisition of language proficiency, to broaden cross-cultural knowledge and to make the language learning experience more enjoyable and fulfilling”.(p.5)

Thus, in order to have motivated and confident students, the presence of content-based instruction is of utmost importance.

According to Napitupulu, S & Shinoda, K (2014) “teaching language for the sake of the language is not nearly as effective (when it comes to using it) as when taught as a means to an end. Its focus is on integrated skills, cooperative learning, and grouping strategies. The stress is on meaning rather than form”. (p.20) Therefore it is important to mention that implementing the language spontaneously in different topics and emphasizing the meaning rather than form is very important for reaching the goals of language teaching.

The curriculum of content-based instruction is based on important features: subject matter core, the use of authentic language and texts, and the fact that it must be appropriate to the needs of specific group of students. All the mentioned features are needed and essential for a successful teaching and learning process.

2.3.1 Subject-matter core

While implementing content-based instruction, the very crucial part of the curriculum is the subject matter, rather than forms of a language, functions, situations and skills. During the process of learning a particular subject, such as math, science, art, social studies, culture, business, history etc communicative competence is acquired.

In the last decades there has been a change in the process of learning a language. Instead of simply studying about a language, the focus is on using the language as an important tool to communicate. However, in actual practice, most foreign courses and texts, including the ones that call themselves communicative, still follow the grammar based instruction, or skill based orientation.

In contrary to the traditional way of teaching a language, which mainly focuses on the words and syntactic structures within a sentence, content-based instruction encourages students to think what content means so that they learn the language through content.

In sum, to apply a subject-matter core in a foreign language curriculum, content-based instruction many important issues must be considered in order to have a successful

teaching and learning processes, such as: achieving a desired balance between language and content, the type of the selected subject and their sequence, the teacher of the course, which means whether a language teacher or a content specialist or both of them, the definition of student's learning outcomes etc.

Subject-matter knowledge is seen as an essential component of the teacher's professionalism. According to Cummins, J. & Davison, Ch. (2007)" Within the context of the language learning classrooms, the view of teacher's role highlights the need to focus attention on the teacher's subject-matter knowledge and its potential impact on the effectiveness with which that teacher mediates input for learning.(p.947). Related to this, it is obvious that the core of any teacher's language awareness is definitely subject-matter knowledge.

2.3.2 Use of authentic language and texts

The essential materials such as textbooks, audio recordings and different visual aids are selected primarily from those produced for native speakers of English language. Different learning activities focus on understanding and conveying different messages with the help of realistic tasks using authentic language. As Stryker, S.B. & Leaver, B. L. (1997) claim "One of the major characteristics of CBI (content-based instruction) is the extensive (though not necessarily exclusive) use of materials taken directly from the culture being studied. Depending on the language, the decision to use a subject-matter core may require the use of authentic texts exclusively"(p.8). Mostly, the only textbooks available for teaching CBI are the ones that are produced for the native speakers of the language. Accordingly, CBI teachers can find themselves working hard, with the available materials which might be far beyond the present linguistic expertise of their students. Thus, the issue that has to be mentioned is not so much of what those textbooks are, but the way teacher uses them. It is the teacher's role to use wisely the materials offered in order to make them accessible to the students at their level of proficiency. Furthermore, it is the teacher's responsibility to make students benefit from the materials used in a particular area, even if their linguistic skills are not developed enough. A very important part of teaching the content is the ability of a teacher to use a broad variety of teaching strategies, such as: using context effectively, using peer work, group work, recycling and spiraling information, exploiting students' background knowledge and schemata. Such expertise is most likely to be a language teacher. (Stryker & Leaver, 1997)

In comparison to authentic texts, the artificial language of foreign texts does not contain the language of how native speakers do really communicate. Therefore, Stryker & Leaver claim that “Such artificial language lacks natural redundancy, depriving students of multiple cues for comprehension. Rarely do graded language texts lead efficiently to language proficiency gain (p.9)”. The use of content and context together in order to understand messages is of the utmost importance, since students develop copying mechanisms for dealing with unknown language in other contexts which enables them to develop foreign language proficiency. There are materials which might seem authentic to the teachers, but the same ones might not be authentic for learners, because they do not find them relevant, or enjoy them. As Maley, A & Tomlinson, B (2017) claim “it is not the text or the task which is authentic but the learner’s interaction with it. (p.4-5) According to Stryker, S.B. & Leaver, B. L. (1997), there are some specific questions related to the use of authentic input such as:

- “What are the appropriate authentic materials and how can we obtain them?
 - How do we provide students with authentic spoken input?
 - What are the appropriate activities and tasks to exploit this authentic input?
 - How do we incorporate student schemata?
 - What is the role of students’ first language in coping with authentic language texts?
- “(p.9)

The curriculum of content-based instruction is flexible and changing. It must initially correspond to student’s needs.

2.3.3 Building English Language Skills through Content-based instruction

Preparing students for the academic mainstream through content-based programs cannot be possible without course materials accessible to all students. The language generally found in content-based instruction in lower level of education is too difficult. Therefore, content-based instruction is more present in higher level of education. There is a huge difference in the use of English language between the language class and the content class. As Deller, Sh & Price, Ch (2007) state:

“In the language class the four skills (reading, listening, speaking and writing) are part of the end product and are also a tool for introducing new language and practicing and checking linguistic knowledge. In the content classroom the four skills are a means of learning new information and displaying an understanding of the subject being taught.

So the language is a means to an end, rather than an end in itself, and the structure and style of the language is often less colloquial and more complex.” (p.6)

Throughout time, different approaches and language learning methods have been implemented with the purpose of improving students’ affective and cognitive aspects of language learning. Some of the most favored methods or approaches are: direct methods, grammar translation method, audio- lingual method, and some others. Content-based programs Nevertheless, the application of a new approach such as content-based instruction has become more popular and has a double function when it comes to language teaching and content teaching equally. Having a meaningful content can provide students with better input and better understanding of the language, due to the fact that they can use the language productively. CBI is a student centered approach, thus all the materials designed are to meet students’ needs. Thus, the teacher acts as a facilitator, and the great amount of the work is considered to be done by the students. From a research made in a Vietnamese College of Finance and Customs in the Teaching of English for Accounting Ngan, N.T.C. (2011) came into conclusion that “ 92 % of students felt interested and involved in the course. However, 8 % of them seemed not to be familiar with the insecure method in authentic materials due to their exposure in front of class via interactive tasks or group presentations” (p.96).

As students master the English language, they are able to learn more content, and when they learn more content, their language skills are obviously improving. Enabling the students to practice equally content and language results in utmost success. Furthermore, when they leave the classrooms they feel more confident as well as more knowledgeable citizens. CBI is founded in important principles, but its success depends on the details of its implementation.

2.4. Is content-based language teaching more effective than traditional language instruction?

There are several assumptions about why content-based language teaching might be preferred over traditional language instruction. Firstly, it is more efficient. Students learn different subjects such as: History, Geography, Science, Math or other subjects in the language they are still learning.

“ In foreign language settings, this “two for one” approach can increase the amount of time students spend in contact with the new language without taking time away from

the their regular curriculum. In second language settings, students can continue to make progress in their academic subjects while they are still learning the new language.” (Lightbown,2014)

CBI can be really motivating. Due to the fact that the academic content has to be learnt, students tend to be more interested in learning the new language through content activities than they might be in classroom activities designed to teach the language only. Keeping students engaged in meaningful and challenging interaction they are even more interested while their language skills grow. Content- based instruction promotes advanced proficiency. Learning the subject involves the use of academic styles of grammar and a very sophisticated vocabulary. This leads to students’ preparation for further academic, personal or work-related language use outside the classroom.

There are many reasons that make us clear the advantages of using applying content-based instruction for both teaching the language and content at the same time. Lyster (2007) describes that there are many effective instructional options such as:

- The interaction between teachers and students is more dominant
- The opportunities for having a meaningful interaction between peers are better
- The correction is explicit rather than implicit

A language is a tool of communication and its use involves developed skills. However, is has to be viewed from different perspectives. According to Cammarata, L. (2016) “ Today, language can no longer be viewed simply as a means to an end, a tool with which to communicate, but as an historically and socioculturally bound complex semiotic system that has a tremendous impact in shaping one’s overall consciousness and social identity”(p.4). Furthermore, in order to learn a particular language and master it in a proper way means the process of learning beyond the forms and structures of a language which are dominant in the traditional approach. Rather, it implies the acquisition of sufficient knowledge to become conscious of the way reality is perceived through cultural understanding and application.

In conclusion, the literature applied in this thesis is relevant due to the fact that it clarifies the importance of content-based instruction in foreign language teaching. From the literature reviewed it is conceivable that this method is an effective way of transmitting both knowledge and language. It addition, it seems that the application of variety of methods, authentic materials and different techniques motivate students to learn a foreign language and content at the same time. Furthermore, the literature

supports the implementation of content-based instruction, due to the fact that it increases students' motivation. Considering the fact that the academic language has to be learnt, it is believed that students tend to be more interested in learning the new language through content activities than they might be in classroom activities designed to teach the language only. Thus, content-based instruction in comparison to teaching English as a foreign language as a separate subject is perhaps more efficient for further academic preparation and better language use outside the classroom.

2.4.1. Advantages of using content-based instruction in education

Learners of a foreign language experience more advantages when different tasks practiced in classroom are connected to different every day topics related to the nature, environment, climate etc. This way, they put the everyday vocabulary into practice and tend to develop their communicative skills. As Shonfeld, M & Gibson, D (2018) state “In content-based instruction, language is used as a means for teaching a subject or content area”.(p.10) So, students use the English language through different academic tasks which are appropriately designed to teach the content and develop proficiency in language skills. (Shonfeld & Gibson, 2018)

Another important reason for applying content-based instruction is the fact that it leads to bilingualism. According to Lahoz, C (2005) “it is likely that in “second stage” schools will increasingly use content and integrated language learning through a widely used language as a spring board for teaching in at least one other additional language”.(p.62) On the other hand, content-based instruction is an innovation in language education since, it has been applied recently in schools. As Gerau, J.G. & Noguera, J.S. (2014) claim, “Content-based language learning has become an umbrella term for different educational settings where learners are engaged in the joint learning practice of subject matter and foreign language”. (p.88) Thus, it leads to more successful teaching and learning process of the language while language learning goals and tasks are integrated with the content goals and tasks.

As stated by Creese, A. (2005) “Content-based language is considered to be beneficial to second-language learners because it provides students with meaningful content that is input rich because of its relevance to students' lives”.(p.146) So, the authors of the books that students use while implementing content-based instruction are designed to enrich their knowledge which is appropriate for their age and level.

The use of content-based instruction as an approach changed the belief of learning

languages through lack of context. On the other hand, this approach includes more realistic English which provides everyday challenges and a variety of tasks that help students in order to succeed (Bolanos,2013)

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction of the research design and methodology

This chapter describes the experimental design of the study regarding the effectiveness of using content-based instruction. Furthermore, it clarifies the difference between content-based instruction and teaching English as a foreign language. In addition, it examines students' motivation while learning English, Geography and Biology subjects. In addition, teachers are asked about their most preferred methods while teaching the language as well as the ways they cope with struggling learners. It provides gathered data with the main findings concerning the effect of content-based instruction in language learning. Furthermore, the overall design of the study, a detailed description of the used methods and techniques, population and sample, data collection instrument, procedure and findings in teaching English as a foreign language and the application of content-based instruction are extensively described.

3.2.1 Design of the study

This research is a combination of qualitative and quantitative methods. The research is conducted through questionnaires, observation, interviews, quizzes and the analysis of the textbooks. The observation is conducted in three subjects of high school level (1st and 2nd graders). Students are asked to complete the questionnaire, giving true answers about their opinion according to content based instruction and learning English as a foreign language. Moreover, the teachers of a particular subject are asked to clarify the difficulties they face while teaching English as a foreign language and the other subjects in English language, the methods they use, their most preferred methods and the ways they teach struggling learners of English.

In order to examine the effectiveness of content based instruction, a particular quiz in each subject is examined. Besides this, the quiz helps to understand the way teacher evaluates their accuracy in English writing. In addition, the quiz in English subject clarifies the evaluation of the teacher and the focus on checking and correcting

grammar mistakes and spelling errors in contrary to the subjects where content-based instruction is applied.

Moreover, the classes are observed carefully with these 2 grades in order to elucidate the methods that are used, the advantages and disadvantages, and the difficulties students face and the comparison between content based instruction in Biology and Geography subjects and English subject. Lastly, the textbooks are analyzed carefully in order to end up with valid conclusions.

The duration of the study is 2 months.

3.3. Research Questions and Hypotheses

This study examines the methods and techniques used in content based instruction in comparison to those used in teaching English as a foreign language applied in one of the private schools of our country. Furthermore it attains to highlight the way teachers motivate the students to learn the language and the content in a parallel way, while creating a pleasant and fun learning atmosphere. In other words this study is going to find out whether the application of content based instruction is a beneficial method for teachers and students, by means of the following research questions:

1. Is the content based instruction an effective way of transmitting knowledge of the both language and subject?
2. Do the methods, techniques and materials used help students gain proficiency in language?
3. What is the comparison between content based instruction and teaching English as a foreign language?

According to these research questions, here are the following hypotheses of this study:

H.1. Content based instruction is a crucial, useful and effective way of transmitting the language and content knowledge.

H.2. Through different methods, techniques and materials teachers can motivate students in gaining proficiency in the language while acquiring the content.

H.3. Content based instruction is focused on content vocabulary of the language, whereas the English language teaching (EFL) includes all the aspects of language (vocabulary, grammar, speaking, listening, reading, writing).

3.4. Population and sample

The study took place at the secondary education level and therefore the target population consisted 1st and 2nd year of high school students who were attending a private school. The accessible sample included 10A and 11A classes. Maarif International Schools was located on an amusing campus on the outskirts of the city Tetovo. Despite the fact that it is a new school, it had a large number of students and teachers.

The above mentioned school had perfect conditions and all the necessities that teachers and students need. Classes were hold in the classroom mostly, but there were some cases when students could attend the classes in the library.

The research sessions were conducted in two classrooms of 1st and 2nd graders of high school in three different subjects: English Language, Geography and Biology. Students were selected with the advice of the teachers who were teaching these subjects.

The school was very well equipped and the educational policies were based on the Ministry of Education in Macedonia in combination with the curriculum of the school itself. There was a computer center, library, sports hall, as well as a large beautiful yard. All the classrooms were furnished with smart boards.

3.5. Data collection procedure

As the very first step, ethical permission from the schools' principals was obtained for the allowance of the study. Personal data were assured that will remain confidential since the participants' names would not be needed.

Procedure I

Each classroom is set in a warm environment and equipped with all the tools needed. The observation is conducted in three subjects of high school level (1st and 2nd graders). The Biology subject is hold in a Biology Lab, whereas English Language and Geography subjects are hold in normal classrooms. Through the observation in these subjects methods and techniques that teachers use are analyzed as well as compared. Another important factor that influences the language learning is the proficiency of the teacher, especially the ones that apply content-based instruction due to the fact that it is even more challenging. Moreover, the classes will be observed carefully with these 2 grades in order to elucidate the methods that are used, the advantages and disadvantages, and the difficulties students face and the comparison between content based instruction in Biology and Geography subjects and English subject. Considering

the fact that student's motivation leads to successful teaching and learning processes, the observation of classes makes it possible to understand the ways they are more motivated.

Procedure II

The teachers of each particular subject are interviewed in order to understand their preferences in teaching English as a subject as well as Geography and Biology which include the application of content-based instruction as a method. Firstly, The English Language teacher is asked some questions about English subject, including here some questions related to the methods she uses and ability of students to understand the English teacher. Furthermore, the teacher is asked to tell about the use of their first language in English classes. She is asked to tell about her preferred methods while teaching the language and the ways she motivates the students. On the other hand, regarding the content- based instruction teachers are asked to tell about the difficulties they face while teaching the language and the content and the same time. In addition, they are asked to tell whether the method of translation is a part of teaching the subjects. They are all asked about struggling learners of English and difficulties they face while learning the content because of their lack of English language. Lastly, they are asked to tell whether they correct their grammar mistakes and spelling errors. The procedure of interviewing is a great opportunity to see the methods and techniques teachers use during the classes and whether they are appropriate for gaining proficiency in learning the language.

Procedure III

The third procedure is a questionnaire for the three previously mentioned subjects. There are three types of Likert Scale questionnaires where students have to circle the correct numeric response to each question. The goals of these questionnaires are to see whether students strongly disagree, disagree, are neutral, agree or strongly agree with a particular statement.

Procedure IV

Lastly, the textbooks are analyzed in order to come up with valid conclusion.

CHAPTER IV: STUDY RESULTS AND DISCUSSIONS

4.1 Introduction of study results and discussions

This chapter presents and discusses the main findings of the observation in first and second year of high school students in three different subjects: English Language, Biology and Geography. Furthermore, it analyses the interviews with teachers and their perspectives while teaching the language and the particular subject. Moreover the findings of this study deal with the deep analysis of a checked test for each subject, which will be helpful to see the teacher's focus and feedback towards students. Each subject will be analyzed separately since they might have different viewpoints and answers.

4.2 Findings of the observation

The observation took place over a period of two months in a very pleasant environment. Only one class of 1^s year and 2nd year of high school were observed. The classrooms were well equipped with all the needed tools. Students were divided in groups and they were mainly the center of attention, which means students centered approach was applied. The focus of the observation is the use of English Language during English Teaching classes as well as Geography and Biology classes. Moreover, the comparison between English Language subject and subjects where content-based instruction is used as an approach will be highlighted. The general atmosphere of the English Language classes was warm and positive. This was demonstrated through the communicative nature that was present in classes. There were different projects on walls. Furthermore, there were posters of motivational quotes in English language. The discussions were interesting throughout the lessons. The majority of the discussions were learner to learner and in most of the times the teacher acted as a guide, giving instructions only in English Language without using their first language. Students worked in groups, pairs and sometimes individual work occurred. When they had writing tasks, their mistakes were immediately corrected. They were also corrected while speaking the language. The fact that teachers' main focus was vocabulary learning through communicative approach mostly, didn't neglect the practice of grammar. However, students were not motivated enough when they had grammar practice. Therefore, teachers used different games and activities in order to increase their motivation and engage them during classes. The participation of students played an important role in the process of teaching due to the fact that their communication and contribution during classes was necessary for having a successful class.

Despite the fact that the level of students was advanced, there were some struggling students. It was a bit hard for them to understand everything in English, due to the fact that sometimes the synonyms and the explanation given by the teachers was not enough and they needed direct translation.

Reading was also a frequent activity in English language classes. Students were encouraged to guess the meaning from the contexts of each new vocabulary words. In the cases they couldn't guess, there was a dictionary for each group of students and they worked together finding the meanings of words. They were also asked to put those words into practice, by writing sentences with each word. Furthermore, reading activities included writing as well, since after reading a particular story or reading part, students had to write a summary of it, or sometimes they created their quiz for the opponent group, by asking questions for the reading part. Groups had to give answers to the written questions. This was also a kind of evaluation.

On the other hand, the teachers that applied content-based instruction in Geography and Biology subjects had a very difficult task, since they had to teach the subject and the language in a parallel way, even though from my perspective the focus was mostly the content. Learning the language through content made the learning process more interesting for students and even more motivating. They used the language to express their opinions and ideas for the particular subjects such as Biology and Geography. It actually made them more independent and confident in expressing themselves. Furthermore, the knowledge that they were able to develop was wider since they were straightly connected to the real world.

A very important thing to be noticed during the observation of classes where content-based instruction was applied was the use of images. It was very helpful for the struggling learners of English language because they could better memorize by seeing things and connecting them to the real world. The fact that finding easy material for struggling learners is very hard could not be neglected. Also, the sharing of content knowledge at lower levels can be quite challenging and difficult. Considering the fact that the application of content-based instruction needs teachers who are masters of the content and also users of English language, it can be said that both, the Geography subjects teacher and the Biology subject teacher. There were cases when students asked for translation of a particular term, but the teacher tried to explain with different explanations and synonyms. In the cases when teachers couldn't find any solution for explaining the particular term, they used their first language.

4.3 Results from the students' questionnaire

School	Maarif International Schools
Number of students in class	57
Number of students present	55

Table 1: Biology subject

School	Maarif International Schools
Number of students in class	57
Number of students present	53

Table 2: Geography subject

School	Maarif International Schools
Number of students in class	57

Table 3: English Language subject

Based on the tables above, it is clear that there is a large number of present students. The study is done at the end of February. While doing these questionnaires, the students who were present were all engaged in the questionnaire. From the questionnaires we have the following results:

In question one: “Great emphasis is put on content”, we have the following results: 12 students answered “Agree”, 43 students answered “Strongly agree”, The results of the questions are presented in % in the figure below.

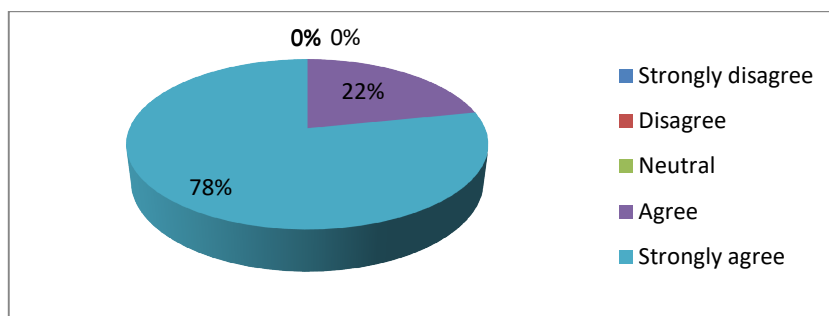


Figure 1: Great emphasis is put on content (Biology subject)

In question one: “Great emphasis is put on content”, we have the following results: 53 students answered “Strongly agree”, The results of the question are presented in % in the figure below.

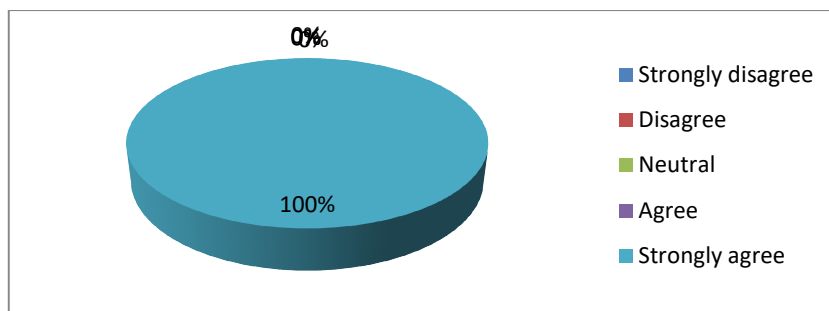


Figure 2: Great emphasis is put on content (Geography subject)

In question one: “Great emphasis is put on content”, we have the following results: 6 students answered “Neutral”, 15 students answered “Agree” and 33 students answered “Strongly Agree” The results of the questions are presented in % in the figure below.

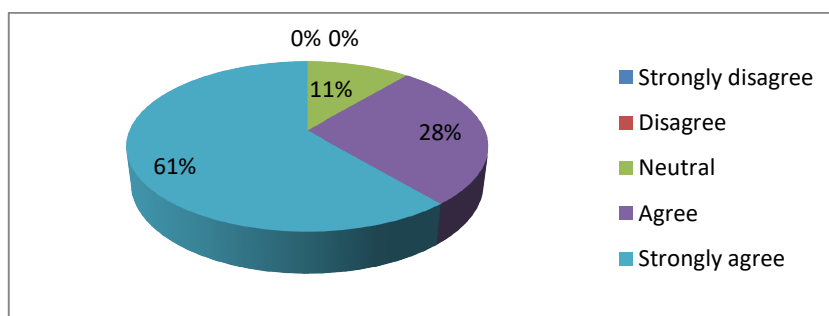


Figure 3: Great emphasis is put on content (English Language subject)

As we can see from the results of the first question, it is clear that Great emphasis is put on content in all subjects. However, the subjects where content-based instruction is applied highlight the content mostly.

In question two: “The teacher uses only the English Language”, we have the following results: 2 students answered “Disagree”, 4 students answered “Neutral”, 20 students answered “Agree” and 29 students answered “Strongly Agree”. The results of the questions are presented in % in the figure below.

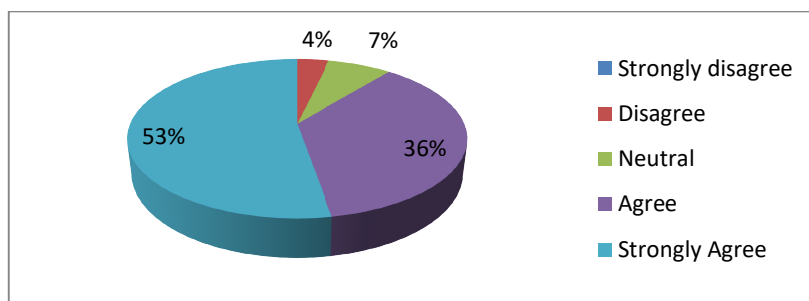


Figure 4: The teacher uses only the English Language (Biology subject)

In question two “The teacher uses only the English language”, we have the following results: 53 students answered “Strongly agree”. The results of the question are presented in % in the figure below.

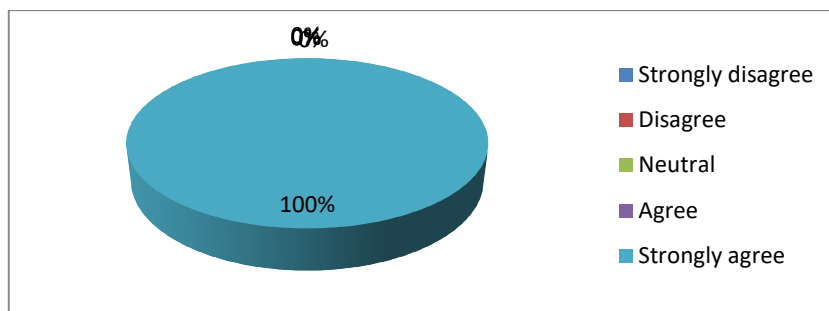


Figure 5 : The teacher uses only the English Language (Geography subject)

In question two: “The teacher uses only the English language”, we have the following results: 3 students answered “Disagree”, 15 students answered “Agree” and 36 students answered “Strongly Agree”. The results of the questions are presented in % in the figure below.

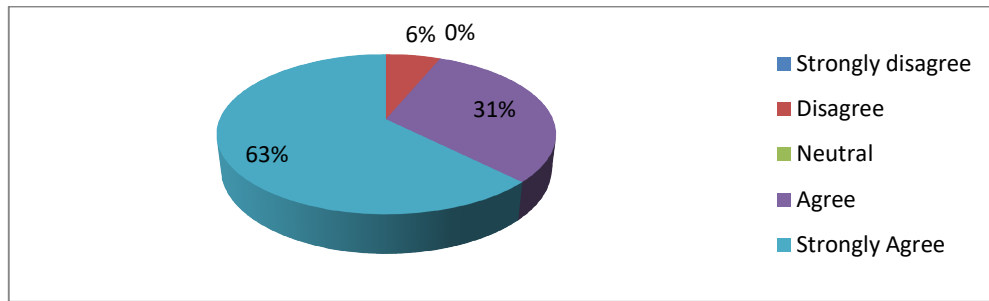


Figure 6: The teacher uses only the English Language (English Language subject)

In question two there is not a huge difference between subjects where content-based instruction is applied and English Language subject. The answers of students make us clear that teachers use only English Language. Obviously in the Geography subject, students' answers claim that the teacher never uses any other language.

In question three: "Different activities are applied during the class" we have the following results: 4 students answered "Neutral", 14 students answered "Agree" and 37 students answered "Strongly Agree". The results of the question are presented in % in the figure below.

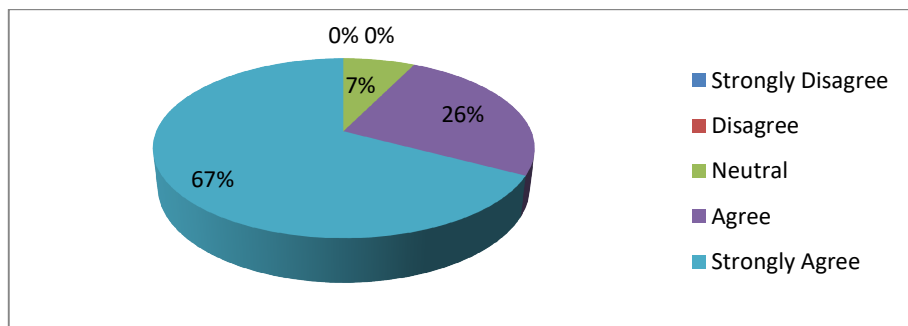


Figure 7: Different activities are applied during the class (Biology subject)

In question three “Different activities are applied during the class”, we have the following results: 3 students answered “Neutral”, 15 students answered “Agree”, and 35 students answered “Strongly agree”. The results of the question are presented in % in the figure below.

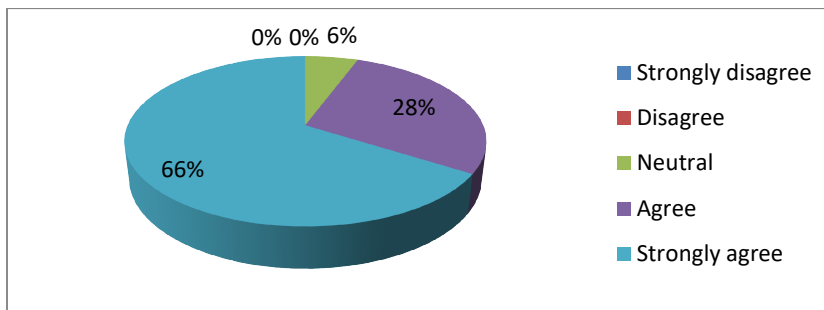


Figure 8: Different activities are applied during the class (Geography subject)

In question three: “Different activities are applied during the class” we have the following results: 10 students answered “Neutral”, 16 students answered “Agree” and 28 students answered “ Strongly Agree”. The results of the question are presented in % in the figure below.

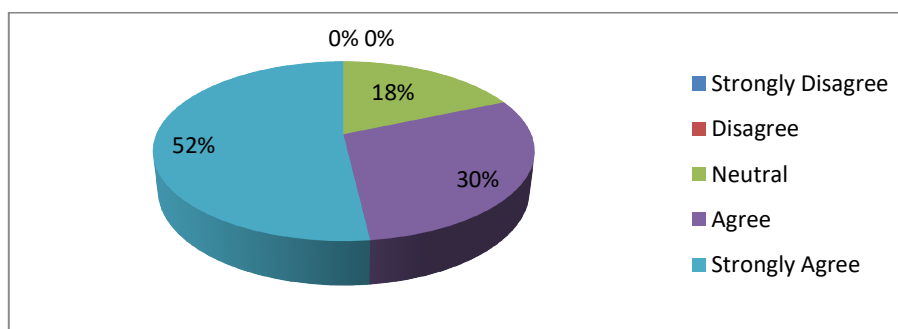


Figure 9: Different activities are applied during the class (English Language subject)

In the third question we have mainly positive answers in all above mentioned subjects. Therefore, It is obvious that different activities are applied during the class. In question four “We are not corrected when we make grammar mistakes” we have the following results: 21 students answered “Strongly Disagree”, 10 students answered “Disagree”, 8 students answered “Neutral”, 11 students answered “Agree” and 5 students answered

“Strongly Agree”. The results of the question are presented in % in the figure below.

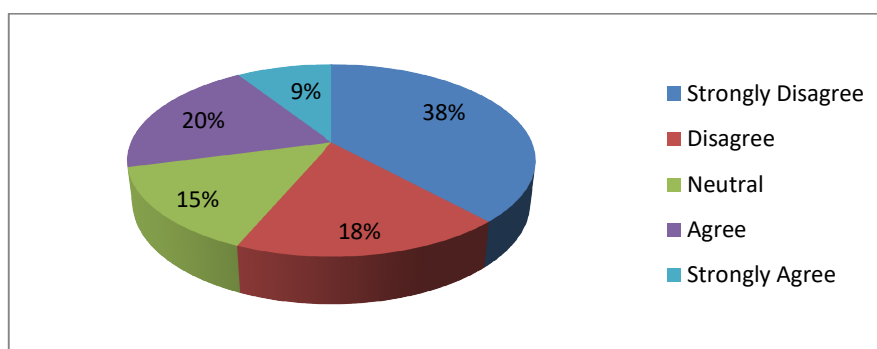


Figure 10: We are not corrected when we make grammar mistakes (Biology subject)

In question four “We not corrected when we make grammar mistakes”, we have the following results: 5 students answered “Disagree”, 15 students answered “Neutral”, 10 students answered “Agree” and 23 students answered “Strongly agree”. The results of the question are presented in % in the figure below.

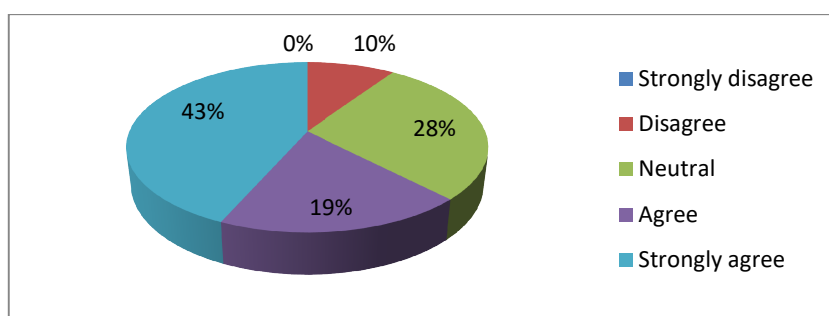


Figure 11: We are not corrected when we make grammar mistakes (Geography subject)

In question four “We are not corrected when we make grammar mistakes” we have the following results: 23 students answered “Strongly Disagree”, 21 students answered “Disagree”, 6 students answered “Neutral”, and 4 students answered “Agree”. The results of the question are presented in % in the figure below.

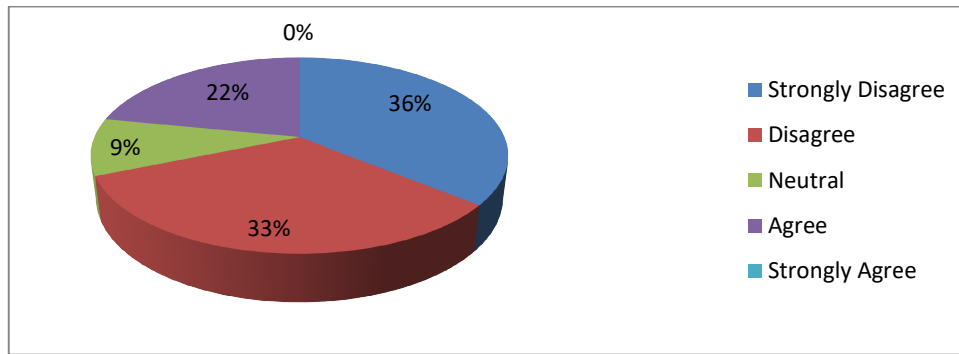


Figure 12: We are not corrected when we make grammar mistakes (English language subject)

The results of the fourth question are quite interesting due to the fact that in the Biology subject, the answers are mainly negative, which means that students are corrected while making mistakes. On the other hand, Geography subject is totally different, since students are not corrected when they make mistakes. Lastly, English language subject is mostly with negative answers, which obviously means that students are corrected when they make mistakes.

In question five “The vocabulary related to the subject is hard” we have the following results: 5 students answered “Strongly Disagree”, 5 students answered “Disagree”, 16 students answered “Neutral”, 12 students answered “Agree” and 17 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

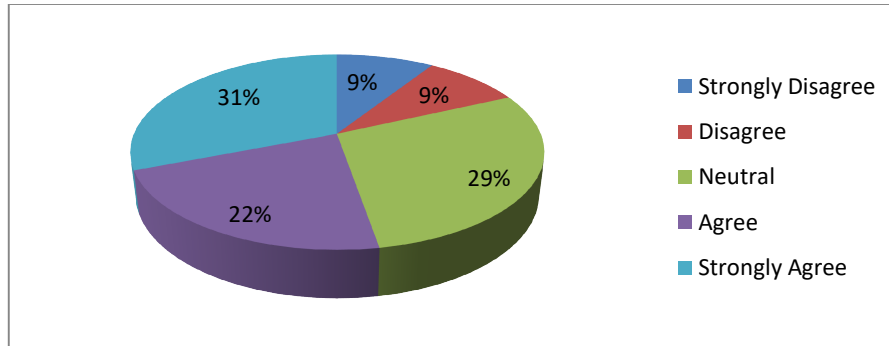


Figure 13: The vocabulary related to the subject is hard (Biology subject)

In question five “The vocabulary related to the subject is hard”, we have the following results: 5 students answered “Strongly disagree”, 7 students answered “Disagree”, 6 students answered “Neutral”, 20 students answered “Agree”, and 15 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

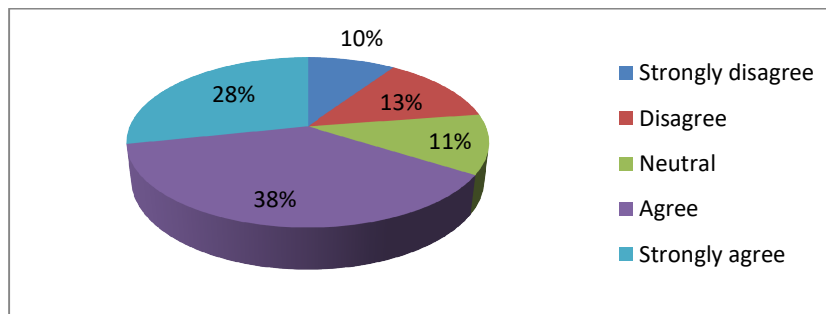


Figure 14: The vocabulary related to the subject is hard (Geography subject)

In question five “The vocabulary related to the subject is hard” we have the following results: 10 students answered “Strongly disagree”, 5 students answered “Agree” 3 students answered “Neutral”, 13 students answered “Agree” and 23 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

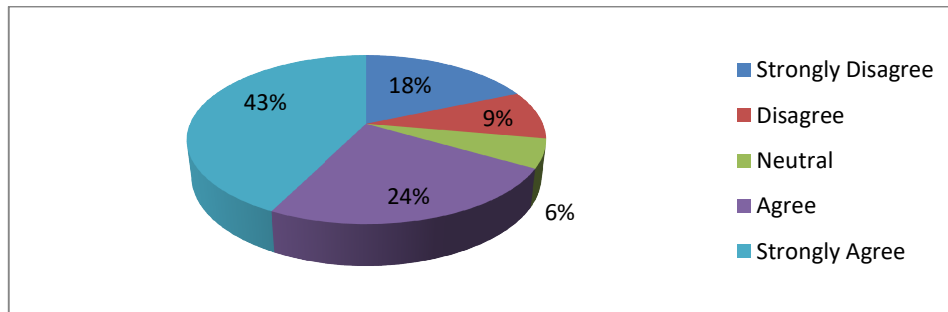


Figure 15: The vocabulary related to the subject is hard (English language subject)

The results of the fifth question, when students were asked if the vocabulary of the subject is hard, are mostly positive. This means that students agreed that they were learning a hard vocabulary in all three subjects.

In question six “Terms and expressions related to the subject are explained in a proper way” we have the following results: 4 students answered “Neutral”, 16 students answered “Agree” and 35 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

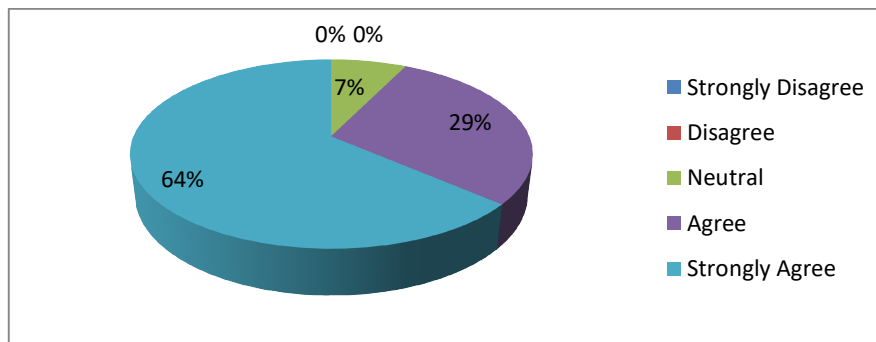


Figure 16: Terms and expressions related to the subject are explained in a proper way (Biology subject)

In question six “Terms and expressions related to the subject are explained in a proper way”, we have the following results: 7 students answered “Neutral”, 10 students answered “Agree”, and 36 students answered “Strongly agree”. The results of the question are presented in % in the figure below.

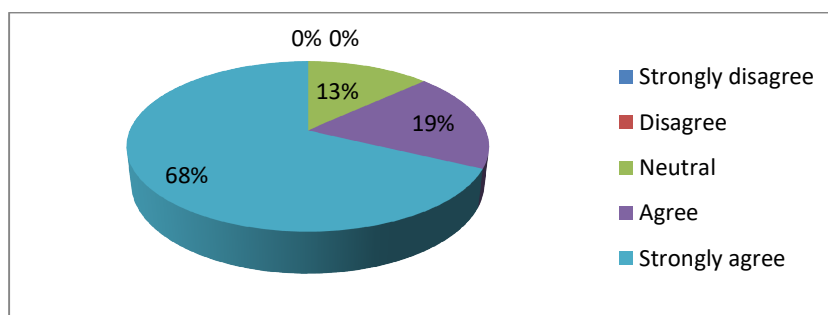


Figure 17: Terms and expressions related to the subject are explained in a proper way (Geography subject)

In question six “Terms and expressions related to the subject are explained in a proper way ” we have the following results: 5 students answered “Neutral”, 10 students answered “Agree” and 39 students answered “Strongly agree”. The results of the question are presented in % in the figure below.

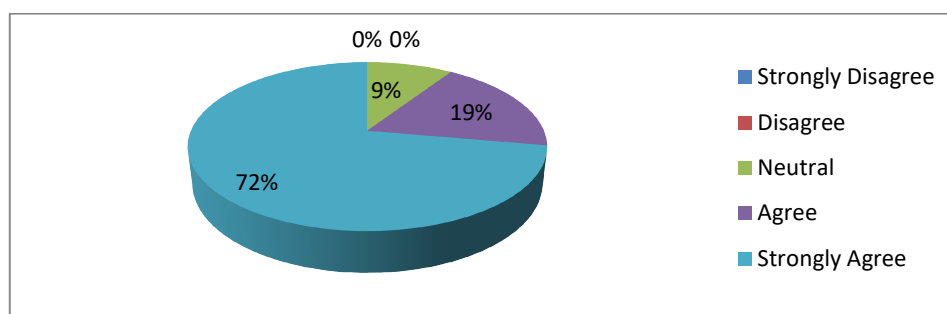


Figure 18: Terms and expressions related to the subject are explained in a proper way (English Language subject)

The answers of students in the sixth question, whether the terms and expressions related to the subject were explained in a proper way, are mostly positive in all subjects. This means that teachers of all subjects explained the vocabulary in an understandable way.

In question seven “Methods and techniques used are interesting” we have the following results: 5 students answered “Neutral”, 10 students answered “Agree” and 40 students answered “Strongly Agree”. The results of the question are presented in % in the figure below

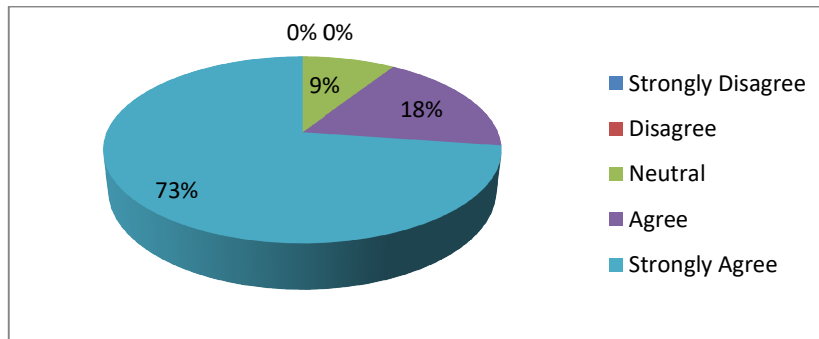


Figure 19: Methods and techniques used are interesting (Biology subject)

In question seven “Methods and techniques used are interesting”, we have the following results: 4 students answered “Neutral”, 17 students answered “Agree”, and 32 students answered “Strongly agree”. The results of the question are presented in % in the figure below.

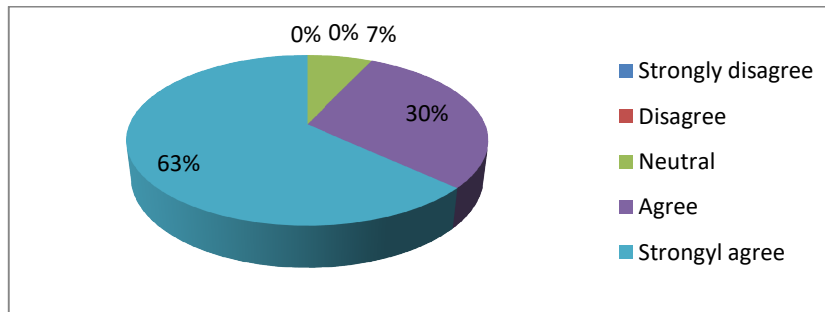


Figure 20: Methods and techniques used are interesting (Geography subject)

In question seven “Methods and techniques used are interesting” we have the following results: 3 students answered “Disagree”, 6 students answered “Neutral”, 15 students answered “Agree” and 30 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

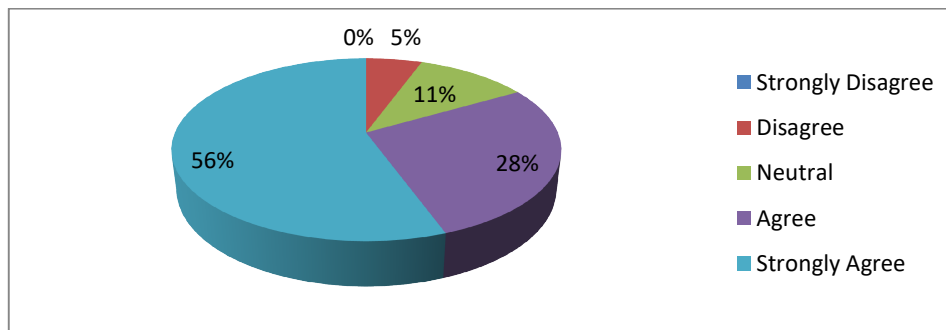


Figure 21: Methods and techniques used are interesting (English Language subject)

In the seventh questions the answers are mainly positive. The subject with the most positive answers is Biology. However, according to the students answers' it is obvious that methods and techniques used are interesting.

In question eight “We are involved in speaking activities” we have the following results: 3 students answered “Neutral”, 16 students answered “Agree” and 36 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

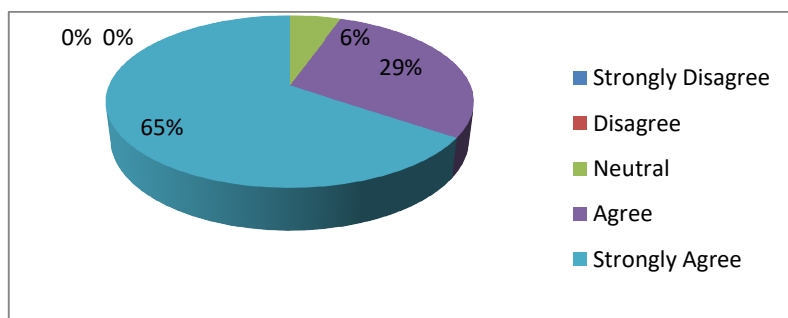


Figure 22: We are involved in speaking activities (Biology subject)

In question eight “We are involved in speaking activities”, we have the following results: 5 students answered “Neutral”, 10 students answered “Agree”, and 38 students answered “Strongly agree”. The results of the question are presented in % in the figure below.

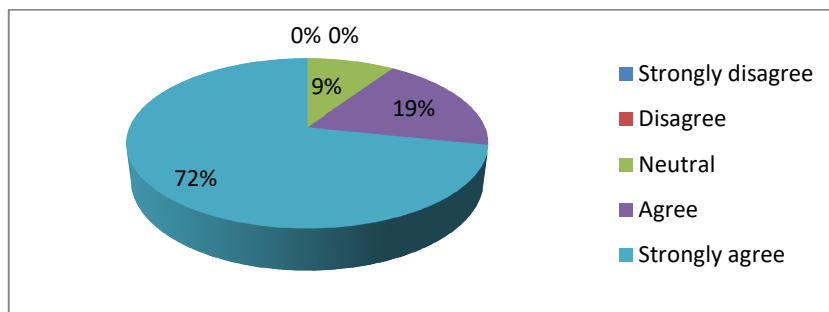


Figure 23: We are involved in speaking activities (Geography subject)

In question eight “We are involved in speaking activities” we have the following results: 5 students answered “Agree” and 49 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

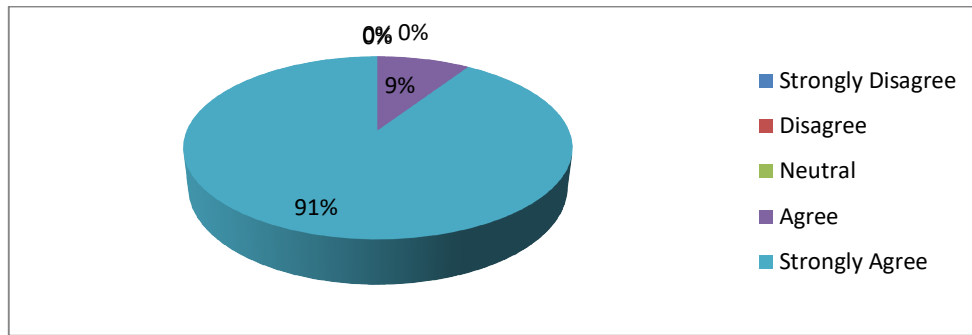


Figure 24 : We are involved in speaking activities (English Language subject)

The answers of the eighth question are similar in all three subjects. The positive answers make us clear that students are involved in speaking activities. English Language subject has the highest percentage

In question nine “We learn the subject and the language equally” we have the following results: 2 students answered “Neutral”, 12 students answered “Agree” and 41 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

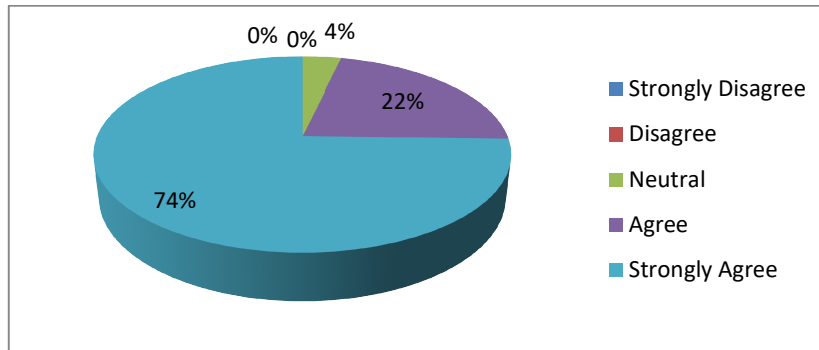


Figure 25: We learn the language and the subject equally (Biology subject)

In question nine “We learn the subject and the language equally”, we have the following results: 2 students answered “Disagree”, 4 students answered “Neutral”, 10 students answered “Agree” and 37 students answered “Strongly agree”. The results of the question are presented in % in the figure below.

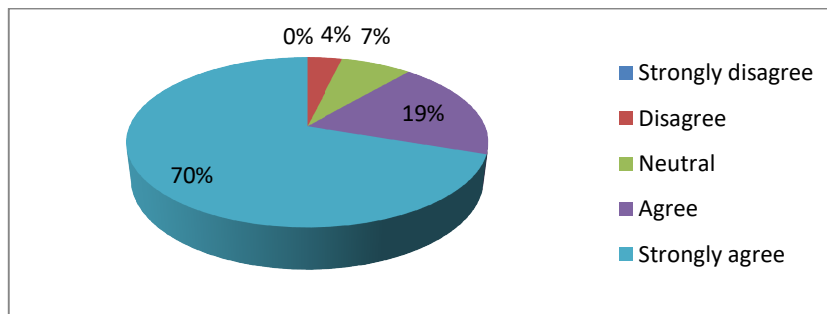


Figure 26: We learn the subject and the language equally (Geography subject)

In question nine “ The number of English classes per week is enough” we have the following results: 10 students answered “Strongly Disagree”, 15 students answered “Agree” and 8 students answered “Neutral”, 6 students answered “Agree”, 15 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

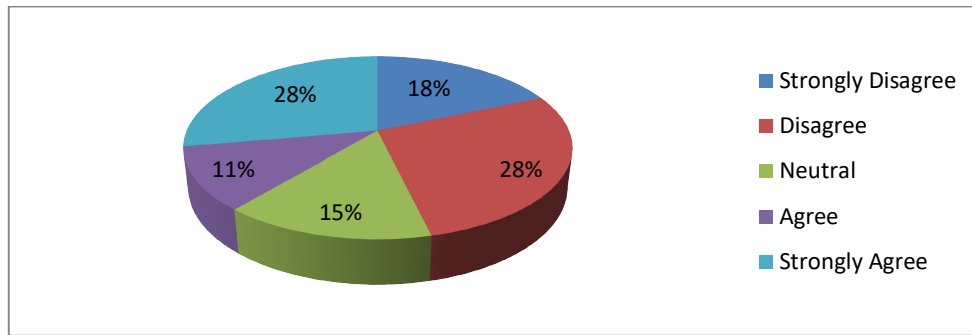


Figure 27: We learn the subject and the language equally (English Language subject)

When students were asked if they learnt the subject and the language equally, the answers are quite interesting. In Geography and Biology subjects agreed that they learnt the language and the subject equally, whereas in English Language subject we have a variety of answers.

In question ten “Content- based instruction helps us use English in everyday life” we have the following results: 4 students answered “Neutral”, 13 students answered “Agree” and 38 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

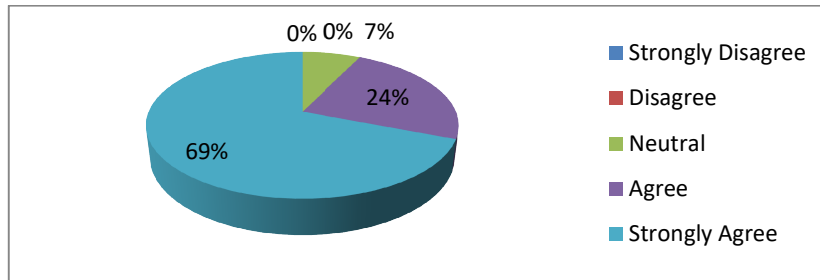


Figure 28: Content-based instruction helps us use English in everyday life (Biology subject)

In question ten “Content based instruction helps us use English in everyday life”, we have the following results: 8 students answered “Neutral”, 13 students answered “Agree”, and 32 students answered “Strongly agree”. The results of the question are presented in % in the figure below.

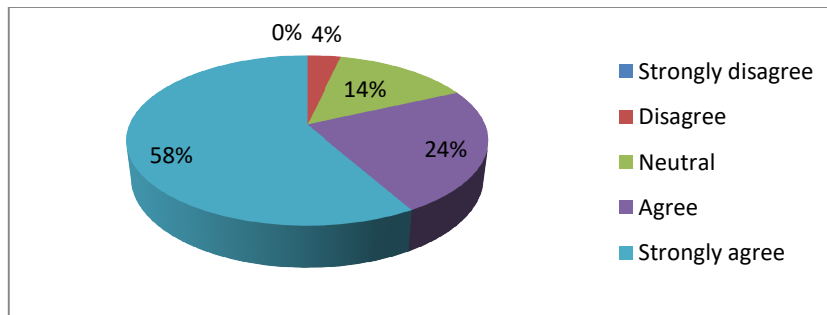


Figure 29: Content based instruction helps us use English in everyday life (Geography subject)

In question 10 “Content based instruction helps us use English in everyday life” we have the following results: 15 students answered “Neutral”, 20 students answered “Agree”, and 19 students answered “Strongly Agree”. The results of the question are presented in % in the figure below.

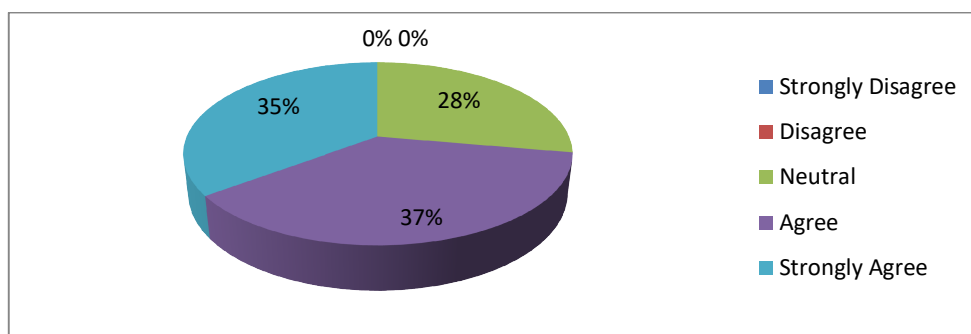


Figure 30: Content based instruction helps us use English in everyday life (English language subject)

The last question “Content based instruction helps us use English in everyday life” we have mostly positive answers in Biology and Geography subjects. In English language subject, even though most of the answers are positive, the percentage is not that high.

4.4.1 Discussion about the students’ questionnaires

Students’ questionnaires have the aim to tell how students percept each subject separately. The number of students is more or less similar in each questionnaire. The results make us clear that there is not a great difference among the student’s perspective for each subject, even though there are some differences when it comes to the percentage.

The first question “Great emphasis is put on content”, in Biology subject 43 from 55 are positive answers or 78%, in Geography subject 53 from 53 are positive answers or 100%, and in English Language subject 33 from 54 are positive answers or 61%.

For the second question “The teacher uses only the English language”, in Biology subject 29 from 55 are positive answers or 53%, in Geography subject 53 from 53 are positive answers or 100%, and lastly in English Language subject 36 from 54 are positive answers or 63%.

For the third question “Different activities are applied during the class”, in Biology subject 37 from 55 are positive answers or 67%, in Geography subject 35 from 53 are positive answers or 66%, and in English language subject 28 from 54 are positive answers or 52%.

For the fourth question “We are not corrected when we make grammar mistakes” in Biology subject 5 from 55 are positive answers or 9%, in Geography subject 23 from 53 are positive answers or 43%, whereas in English language subject there isn’t any positive answer.

For the fifth question “The vocabulary related to the subject is hard”, in Biology subject

17 from 55 are positive answers or 31%, in Geography subject 15 from 53 are positive answers or 38%, and in English language subject 23 from 54 are positive or 43%.

For the sixth question “Terms and expressions related to the subject are explained in a proper way”, in Biology subject 35 from 55 are positive answers or 64%, in Geography subject 36 from 53 are positive answers or 68%, and in English language subject 39 from 54 are positive or 72%.

For the seventh question “Methods and techniques used are interesting”, in Biology subject 40 from 55 are positive answers or 73%, in Geography subject 32 from 53 are positive answers or 63%, and in English language subject 30 from 54 are positive or 56%.

For the eighth question “We are involved in speaking activities”, in Biology subject 36 from 55 are positive answers or 65%, in Geography subject 38 from 53 are positive answers or 72%, and in English language subject 49 from 54 are positive or 91%.

For the ninth question “We learn the subject and the language equally”, in Biology subject 41 from 55 are positive answers or 74%, in Geography subject 37 from 53 are positive answers or 70%, and in English language subject 15 from 54 are positive or 28%.

For the tenth question “Content- based instruction helps us use English in everyday life”, in Biology subject 38 from 55 are positive or 69%, in Geography subject 32 from 53 are positive answers or 58%, and in English language subject 19 from 54 are positive answers or 35%.

From the results presented above, we can easily see that there is not a great difference among subjects, even though Geography and Biology subjects are much more alike than English Language subject.

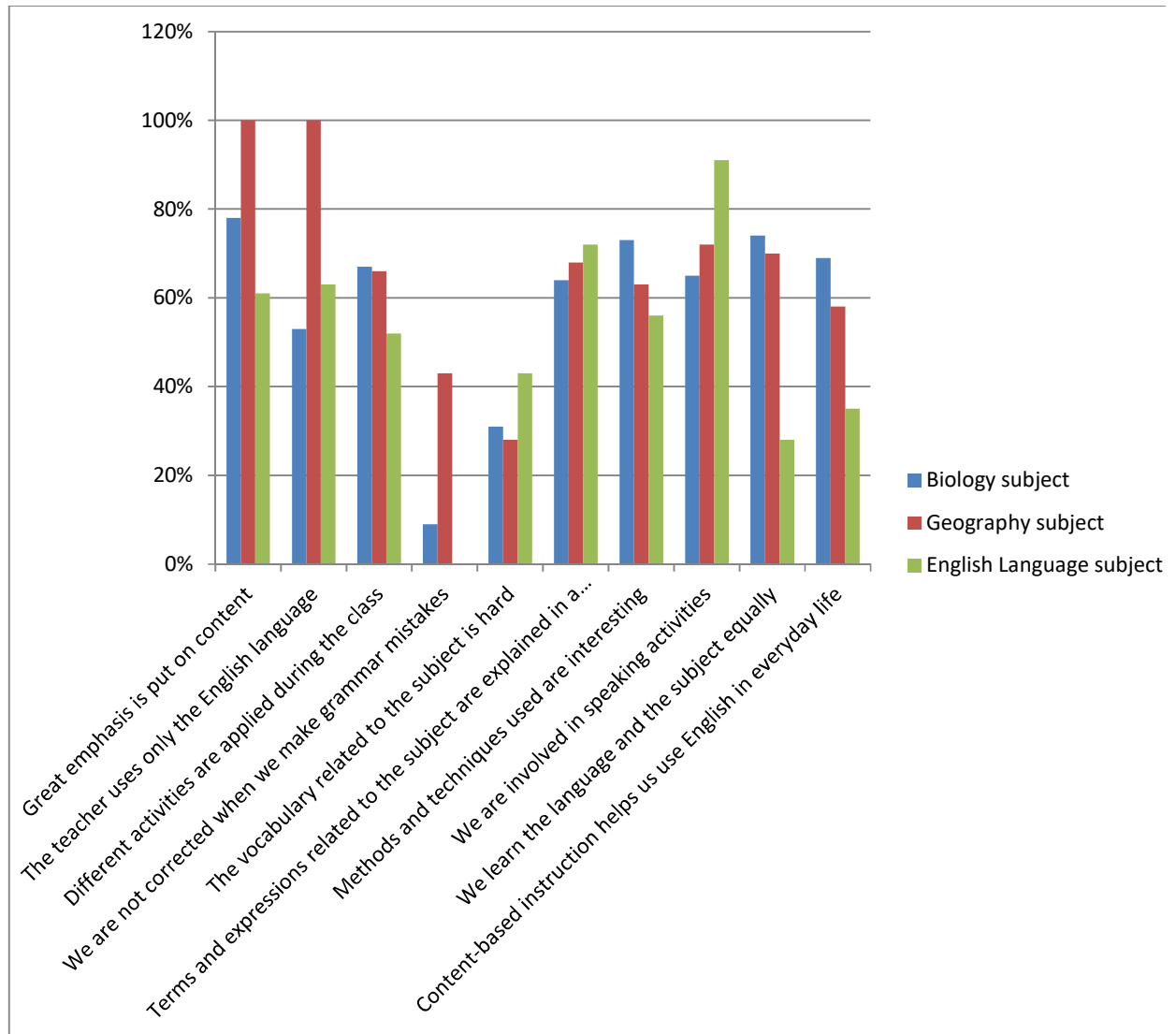
When it comes to the content, according to the students, teachers of Geography and Biology subjects put a greater emphasis on content than English language teacher.

Another important difference among subjects is that the English language teacher always corrects students’ grammar mistakes. The biology teacher also corrects the students when they make mistakes. On the other hand, the Geography teacher does not really correct them as much as the other teachers.

The next difference is that in subjects where content-based instruction is applied they learn the subject and the language equally, whereas in English language subject they are definitely more focused in the language.

The last highlighted difference according to the percentages of given answers is that the

students in Biology and Geography subjects think that content-based instruction helps them use English in everyday life, while in English language subject they think the opposite.



Graph 1 1: Collected data of positive answers in three different subjects used in the research

4.5 Results from the teachers' interview

English Language Teacher

Interviewer: Hello and thank you a lot for giving me the opportunity to do the interview with you as an English teacher. I hope this interview will be beneficial for both of us as English teachers.

Teacher: Don't mention it. It is my pleasure to be a part of this research and I hope I will be helpful.

Biology teacher

Interviewer: Hello and thank you for accepting to do the interview with you, since you will help me a lot to find the advantages and disadvantages of content based instruction and compare it to teaching English as a foreign language. . I hope this interview will be enjoyable for both of us.

Teacher: I do really appreciate the fact that I will be a part of your research with the aim to help you come up with good conclusions.

Geography teacher

Interviewer: Hello and thank you for accepting to do the interview with you, since you will help me a lot to find the advantages and disadvantages of content based instruction and compare it to teaching English as a foreign language. I hope this interview will be enjoyable for both of us.

English language teacher

Question 1

Interviewer: As you already know, one of the aims of this research is to find out the methods and techniques used to teach the language. So, what is the best way to teach English?

Teacher: First I would point out "Love teaching and do it with passion". Second, engage your students as much as you can. Moreover, give or provide them with a comfortable teaching atmosphere. Finally, motivate students to the extent that they will always ask for more.

Biology teacher

Question 1

As you already know, one of the aims of this research is to find out the methods and techniques used to teach the language. So, what is the best way to teach English in correlation with the subject? Is it a big challenge?

Teacher: Well, it is a challenge but it is not hard. The reason for this is that having the

opportunity to teach in a private school, makes it easier for us to apply the content based instruction, due to the fact that students have six hours per week English. As for me, the best way to teach the language in correlation with the subject is to show them pictures, to demonstrate and keep them engaged during the whole class.

Geography teacher

Question 1

As you already know, one of the aims of this research is to find out the methods and techniques used to teach the language. So, what is the best way to teach English in correlation with the subject? Is it a big challenge?

Teacher: Is it a challenge, but it is not hard, especially after several years of experience. The foreign language makes the lectures more interesting and attracts more attention.

When teachers were asked for the methods and techniques they used to teach the language and whether it was challenging to teach it in correlation with the particular subject, there were different answers. When it comes to the English language teacher and Biology teacher, they both tried to engage students as much as they could. On the other hand, the Geography teacher said that the foreign language makes lectures more interesting for students.

English language teacher

Question 2

Interviewer: Do you use translation as a method of teaching?

Teacher: Well, to be honest, translation is used only in the case when all other methods show no results. This means that we use translation as a last resort.

Biology teacher

Question 2

Interviewer: Do you use translation as a method of teaching?

Teacher: I try to avoid translation as much as I can. Just in the cases I see that giving synonyms, definitions or examples do not work, I use it as my last option.

Geography teacher

Question 2

Interviewer: Do you use translation as a method of teaching?

Teacher: Direct translation is rarely used. I tend to explain new words with the context of the content.

It is clear that translation is used as a last option in all three subjects, since they try to explain the new vocabulary words by different synonyms, definitions or examples.

English language teacher

Question 3

Interviewer: Do you always correct your students' spelling mistakes and grammar errors? Does it affect the grade?

Teacher: Yes of course. I always correct them when they make mistakes. Even though I value mostly the effort of each student, It still affects the grade.

Biology teacher

Question 3

Interviewer: Do you always correct your students' spelling mistakes and grammar errors? Does it affect the grade?

Teacher: I correct them, but it does not affect the grade.

Geography teacher

Question 3

Interviewer: Do you always correct your students' spelling mistakes and grammar errors? Does it affect the grade?

Teacher: I do that in every occasion, but it never affects the grade.

In all three subjects teachers correct students' spelling mistakes and grammar errors, but it only affects the grade in English language subject.

English language teacher

Question 4

Interviewer: What are some successful teaching methods you use?

Teacher: This is a rather difficult question. Methods show different results in different classrooms. Even though group work is highly recommended, in a real classroom the only thing that brings noise and only few students stay focused. Pair work has shown to be more successful.

Biology teacher*Question 4*

Interviewer: What are some successful teaching methods you use?

Teacher: Group work is what I prefer mostly. Students make different experiments and apply their knowledge in different activities.

Geography teacher*Question 4*

Interviewer: What are some successful teaching methods you use?

Teacher: The methods I use are mostly student centered. I am always finding methods that would support their participation in class.

In the fourth question there are different answers. English language teacher claims that pair work shows better results. Biology teacher prefers group work. Finally, Geography teacher is more focused on methods that support students' participation in class.

English language teacher*Question 5*

Interviewer: Is it hard for students who are struggling with English language to learn the content of the particular lesson?

Teacher: Yes. It is hard to learn the lessons when there is not a basic knowledge of English. However, the number of classes in English is 6 and struggling students can become more familiar with English language by hearing it a lot.

Biology teacher*Question 5*

Interviewer: Is it hard for students who are struggling with English language to learn the content of the particular lesson?

Teacher: Yes. It is a bit hard due to the fact that they need to have at least the basic knowledge of English so that they can learn a particular subject. Otherwise, it is hard for them to learn the content and language equally.

Geography teacher*Question 5*

Interviewer: Is it hard for students who are struggling with English language to learn the content of the particular lesson?

Teacher: Yes. Students need to have the basic knowledge, which will improve even

more with the application of content-based instruction. In cases when they start without any knowledge of English, then the effect is negative. They cannot learn the content, nor can improve the English.

The fifth question shows more or less similar answers. They all agree that it is hard for students who are struggling with English language to learn the content of lessons since students need to have at least the basic knowledge in order to show good results in understanding the content of a particular lesson.

English language teacher

Question 6

Interviewer: Which aspect of language is highlighted mostly, grammar or vocabulary?

Teacher: Personally, I emphasize vocabulary. I think vocabulary knowledge contributes on mastering fluency. Grammar is important as well, but it means less without vocabulary.

Biology teacher

Question 6

Interviewer: Which aspect of language is highlighted mostly, grammar or vocabulary?

Teacher: I try to teach them correct grammar while explaining the lesson even though it is not the part of a language which I highlight mostly. Vocabulary is very important due to the fact that they need to learn the terms related to the subject.

Geography teacher

Question 6

Interviewer: Which aspect of language is highlighted mostly, grammar or vocabulary?

Teacher: I always use correct grammar and try to teach them even though in an indirect way. Vocabulary is a crucial part of my teaching, since students need to learn the terminology related to Geography subject.

The results of the sixth question show similar results. They all consider vocabulary as a crucial part of their teaching.

English language teacher

Question 7

Interviewer: Would you rather teach the content or the language?

Teacher: Well, teaching the language and aspects of it is of course easier for me. Sometimes we have lessons that are connected to other subjects such as Social Studies,

Music etc. What I have to do is spending some time at home in order to learn facts and different things related to the content of the lesson.

Biology teacher

Question 7

Interviewer: Would you rather teach the content or the language?

Teacher: The content.

Geography teacher

Question 7

Interviewer: Would you rather teach the content or the language?

Teacher: I am a Geography teacher and the content is my specialty. On the other hand, the language is the mean of work. The content is the priority in my teaching. During my classes the students get to practice their English, but the main place where they are learning it are the language classes.

In the seventh question the answers differ between English language subject and subjects where content-based instruction is applied. The English language teacher finds it easier to teach the language and aspects of it, whereas the Biology and Geography teachers would rather teach the content.

English language teacher

Question 8

Interviewer: Is there anything you would like to change in English language classes?

Teacher: Personally no, since I organize my classes based on my students' needs.

Biology teacher

Question 8

Interviewer: Is there anything you would like to change in Biology classes?

Teacher: I would like to change the materials and why not to do a connection with English teachers in elaboration of the new and unknown words.

Geography teacher

Question 8

Interviewer: Is there anything you would like to change in Geography classes?

Teacher: This type of education should not be accessible to students without an entrance test of their language skills. Otherwise there is a risk for it to turn counterproductive.

In the eighth question we have different answers. The English language teacher wouldn't like to change anything in classes. The Biology teacher would like to change the materials. Lastly, the Geography teacher proposes an entrance test of language skills.

4.6. Discussion about teachers' interviews

From the teachers' interviews above, some of the answers are similar whereas some of them are different.

First of all, three teachers tried to engage their students as much as they could by using variety of methods and techniques. They all neglect translation as a method and use it as a last option.

When it comes to the struggling learners, they all find it difficult to teach them the language and the content, since they lack the basic knowledge of a language which is extremely important for learning the content of a particular lesson.

Vocabulary is considered as the most important factor for all the teachers since they highlight it mostly in comparison to grammar.

It is obvious from the answers that all the teachers pay attention to students' spelling mistakes and grammar errors. However when it comes to the grade, mistakes only affect the grade in English language subject. The other teachers, where content-based instruction is applied just correct the students when needed without influencing their grade.

Teachers used different methods and techniques and all of them preferred one as the most successful methods. When it comes to the English language teacher, pair work is the most preferred one. On the other hand, the Biology teacher finds the group work as most effective. Lastly, the Geography teacher is only focused on methods that encourage students' participation.

The English language teacher would rather teach the aspects of language, whereas the Geography and Biology teachers find it easier to teach the content, which is very obvious.

Finally, only the English language teacher wouldn't like to change anything in classes while the Biology teacher wants to change the materials and the Geography teacher prefers an entrance test for the students' level of English language.

4.7 Findings from the textbooks and curriculum

In English language subject, there were 2 types of textbooks, since the school was a combination of 2 curricular, the state one and the Maarif one. Analyzing the state books they were pretty easy in comparison to the Maarif books. However, having six classes of English per week was a great opportunity and the teachers had the freedom to apply whatever they wanted and they could cover everything on time.

In Biology subject the teacher also used 2 kinds of textbooks since the case was similar to the English language subject. The teacher had also to follow the state curricula since the school was obliged to follow it, by adding its own curricula. It was a bit hard for the Biology teacher due to the fact that everything was in English and the state books were in Albanian language. Therefore the teacher had to translate the books into English and keep the lectures in English as well. For the Maarif books that was not a problem since they were in English Language.

Finally the case with the Geography subject was more or less the same like the Biology one. There was a combination of 2 curriculums, the state one and the Maarif one. It is obvious that having this combination there were 2 types of textbooks. The state books were easier than the Maarif ones. Being obliged to teach the subject only in English language, the Geography teacher had to translate into English the state book just like the Biology teacher.

Clearly, the English language subject has more advantages when it comes to the books and materials since everything was in English, whereas with the subjects where content-based instruction was applied it was a bit more difficult.

5.0 Conclusions, recommendations and limitation

5.1 Conclusion

As we know, the aim of this study is to investigate the methods and techniques used in content based instruction in comparison to those used in teaching English as a foreign language applied in one of the private schools of our country. Furthermore it attains to highlight the way teachers motivate the students to learn the language and the content in a parallel way, while creating a pleasant and fun learning atmosphere. In other words this study found out whether the application of content based instruction is a beneficial method for teachers and students by having great performance, achieving high levels of vocabulary and English proficiency, building self-esteem and having a good content knowledge among high school students.

To do this, different instruments were used in order to come up with valid conclusions. So, questionnaires, interviews were used for students and teachers. Analyzing the data and the results, it is clear that there is not a great difference among subjects, even though Geography and Biology subjects are much more alike than English Language subject. The subjects where content-based instruction is applied prioritize mostly the content than English language subject. Depending on students' feedback, English language teacher always corrects their grammar mistakes, Biology subject teacher also corrects them, and lastly the Geography teacher does not really correct them. The biggest difference was that it only affected the grade in English language subject. Another important thing to be mentioned is that in subjects where content-based instruction is applied they learn the subject and the language equally, whereas in English language subject they are definitely more focused in the language. When it comes to content-based instruction, when students were asked in English language subject whether it helped them in everyday life, most of them didn't agree. On the other hand, in Geography and Biology subject when students were asked the same question most of them agreed.

Discussing the first hypotheses, which says that content based instruction is a crucial, useful and effective way of transmitting the language and content knowledge, it turned to be true due to the fact that the observation made in all three above mentioned subjects, makes it clear with the results of the questions. Furthermore, based on the observations made in classes where content based instruction is applied, make us understand that obviously the first hypotheses is true.

When it comes to the second hypotheses saying that teachers motivate students in gaining proficiency in the language acquisition as well as built self-esteem through different methods, techniques, and materials it turned to be true as well, due to the fact a large number of students agreed with the fact that different activities were applied during the class and that the methods and techniques used were interesting. On the other hand, we have the results of the teachers' interviews which make even more accurate the second hypotheses for the reason that they claimed that they were trying to find methods that would support students' participation in classes.

The last hypotheses which says that the comparison between content based instruction and teaching English as a foreign language is that the first one is focused on content vocabulary of the language, whereas the second one includes all the aspects of language (vocabulary, grammar, speaking, listening, reading, writing), is partly true due to the fact that considering the answers we have from the teachers' interviews they are all mostly focused on the content vocabulary of the language. However, it is true that the English language subject includes all the aspects of the language.

The discussion above brings us to the research questions set in the beginning. It is concluded that the application of content based instruction is considered as a very effective way while learning English as a foreign language, since all the teachers in Maarif International Schools of Macedonia agreed with this, and the observations highlighted this fact even more. Discussing the second question, whether the methods, techniques, and materials help students gain proficiency in language, it must be said that it is more than true. Firstly, considering the students' answers in the questionnaires and secondly the interview with teachers helps us understand clearly that different methods and techniques are used in order to gain proficiency and engage students in classes. Another very important thing to be mentioned is the use of materials in the private school. Students had the opportunity to learn the subject and the language equally and teachers had the freedom to apply different methods and techniques due to the number of classes they had and the materials they used. The last question discussed, is the comparison between content based instruction and teaching English as a foreign language makes clear the differences and similarities among the subjects. All of these are analyzed from the observations, questionnaires and interviews. As the biggest difference would be considered the fact that students are mostly corrected in English language subject and mistakes affects their grade while in other subjects they are not really corrected and the language mistakes students make do not affect their grade. Furthermore, as another difference can be considered the fact that the majority of students agreed that in subjects where content based instruction is applied they are more focused on content, whereas in English language subject, besides being focused on content, they also prioritize the aspects of a language. When it comes to the materials used, the teachers had to translate the lessons in English language subject for the state curricula in Geography and Biology subjects, whereas in English language subject the materials were in a proper way.

The last and the most important thing to be mentioned is that content based instruction is a very effective way for transmitting the knowledge and practicing the language. In a private school, where the number of classes of English language subject is larger than the state schools, is easier to teach English as a foreign language and apply content based instruction in the other subjects. Therefore, even though content-based instruction is not a usual method of teaching, it has become current in private schools.

5.2 Recommendations

Discussing all the research questions and hypotheses of the research, some important recommendations can be summarized in order to have more effective classes in teaching English as a foreign language and applying content-based instruction as a teaching method.

First of all, it must be mentioned that Maarif International Schools of Macedonia is a new school, and the time I did my research was the first year of the school. Despite this fact, teachers were prepared in a proper way and had a great academic knowledge. Everything was organized and managed accurately.

It can be recommended for the school, to make an entrance test that would test students' general knowledge. In order to be highly ranked as a school, the entrance test would enable only the students with a great knowledge to be a part of the school. Furthermore, the application of content-based instruction would be easier this way. On the other hand, when students have a general knowledge, teachers can teach English as a foreign language better.

Another very important thing is the application of content based instruction. Having to learn all the subjects in English language, there should be a better correlation between the professors that teach a particular subject with the professors of English language subject. It would be great if two teachers enter a particular Geography or Biology class. So, the collaboration between professors is very important, since the language teacher can help the other teachers with different aspects of the language while preparing their lessons.

5.3 Limitations

Even though the process of doing this research went very good, there were some concerning issues. It was a bit hard to manage to find the free classes in order to observe three different professors. It happened sometimes to not be free at the time the particular class was hold; therefore some classes were postponed for the following weeks. On the other hand, each and every professor was discussed about the lesson plan for the day of the observation, because not all the lessons would fulfill the required needs. So, when the lesson was not suitable, the observation of the class was postponed as well.

As a conclusion, it must be said that there weren't other limitations while doing the research, except those mentioned above.

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Appendixes
Appendix A –Students’ questionnaire

Likert scale questionnaire

Circle the correct numeric response to each question
 (English Language, Biology subject and Geography subject)

#	Question	Survey goals: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree						
1	Great emphasis is put on content		1	2	3	4	5	
2	The teacher uses only the English language		1	2	3	4	5	
3	Different activities are applied during the class		1	2	3	4	5	
4	We are not corrected when we make grammar mistakes		1	2	3	4	5	
5	The vocabulary related to the subject is hard		1	2	3	4	5	
6	Terms and expressions related to the subject are explained in a proper way		1	2	3	4	5	
7	Methods and techniques used are interesting		1	2	3	4	5	
8	We are involved in speaking activities		1	2	3	4	5	
9	We learn the language and the subject equally		1	2	3	4	5	
10	Content-based instruction helps us use English in everyday life		1	2	3	4	5	

Appendix B: Teachers' Interview

Interview 1: English language subject teacher

Interviewer: Hello and thank you a lot for giving me the opportunity to do the interview with you as an English teacher. I hope this interview will be beneficial for both of us as English teachers.

Teacher: Don't mention it. It is my pleasure to be a part of this research and I hope I will be helpful.

Question 1

Interviewer: As you already know, one of the aims of this research is to find out the methods and techniques used to teach the language. So, what is the best way to teach English?

Teacher: First I would point out "Love teaching and do it with passion". Second, engage your students as much as you can. Moreover, give or provide them with a comfortable teaching atmosphere. Finally, motivate students to the extent that they will always ask for more.

Question 2

Interviewer: Do you use translation as a method of teaching?

Teacher: Well, to be honest, translation is used only in the case when all other methods show no results. This means that we use translation as a last resort.

Question 3

Interviewer: Do you always correct your students' spelling mistakes and grammar errors? Does it affect the grade?

Teacher: Yes of course. I always correct them when they make mistakes. Even though I value mostly the effort of each student, It still affects the grade.

Question 4

Interviewer: What are some successful teaching methods you use?

Teacher: This is a rather difficult question. Methods show different results in different classrooms. Even though group work is highly recommended, in a real classroom the only thing that brings noise and only few students stay focused. Pair work has shown to be more successful.

Question 5

Interviewer: Is it hard for students who are struggling with English language to learn the content of the particular lesson?

Teacher: Yes. It is hard to learn the lessons when there is not a basic knowledge of English. However, the number of classes in English is 6 and struggling students can become more familiar with English language by hearing it a lot.

Question 6

Interviewer: Which aspect of language is highlighted mostly, grammar or vocabulary?

Teacher: Personally, I emphasize vocabulary. I think vocabulary knowledge contributes on mastering fluency. Grammar is important as well, but it means less without vocabulary.

Question 7

Interviewer: Would you rather teach the content or the language?

Teacher: Well, teaching the language and aspects of it is of course easier for me. Sometimes we have lessons that are connected to other subjects such as Social Studies, Music etc. What I have to do is spending some time at home in order to learn facts and different things related to the content of the lesson.

Question 8

Interviewer: Is there anything you would like to change in English language classes?

Teacher: Personally no, since I organize my classes based on my students' needs.

Interview 2: Biology subject teacher

Interviewer: Hello and thank you for accepting to do the interview with you, since you will help me a lot to find the advantages and disadvantages of content based instruction and compare it to teaching English as a foreign language. . I hope this interview will be enjoyable for both of us.

Teacher: I do really appreciate the fact that I will be a part of your research with the aim to help you come up with good conclusions.

Question 1

As you already know, one of the aims of this research is to find out the methods and techniques used to teach the language. So, what is the best way to teach English in correlation with the subject? Is it a big challenge?

Teacher: Well, it is a challenge but it is not hard. The reason for this is that having the opportunity to teach in a private school, makes it easier for us to apply the content based instruction, due to the fact that students have six hours per week English. As for

me, the best way to teach the language in correlation with the subject is to show them pictures, to demonstrate and keep them engaged during the whole class.

Question 2

Interviewer: Do you use translation as a method of teaching?

Teacher: I try to avoid translation as much as I can. Just in the cases I see that giving synonyms, definitions or examples do not work, I use it as my last option.

Question 3

Interviewer: Do you always correct your students' spelling mistakes and grammar errors? Does it affect the grade?

Teacher: I correct them, but it does not affect the grade.

Question 4

Interviewer: What are some successful teaching methods you use?

Teacher: Group work is what I prefer mostly. Students make different experiments and apply their knowledge in different activities.

Question 5

Interviewer: Is it hard for students who are struggling with English language to learn the content of the particular lesson?

Teacher: Yes. It is a bit hard due to the fact that they need to have at least the basic knowledge of English so that they can learn a particular subject. Otherwise, it is hard for them to learn the content and language equally.

Question 6

Interviewer: Which aspect of language is highlighted mostly, grammar or vocabulary?

Teacher: I try to teach them correct grammar while explaining the lesson even though it is not the part of a language which I highlight mostly. Vocabulary is very important due to the fact that they need to learn the terms related to the subject.

Question 7

Interviewer: Would you rather teach the content or the language?

Teacher: The content.

Question 8

Interviewer: Is there anything you would like to change in Biology classes?

Teacher: I would like to change the materials and why not to do a connection with English teachers in elaboration of the new and unknown words.

Interview 3: Geography subject teacher

Interviewer: Hello and thank you for accepting to do the interview with you, since you will help me a lot to find the advantages and disadvantages of content based instruction and compare it to teaching English as a foreign language. I hope this interview will be enjoyable for both of us.

Question 1

As you already know, one of the aims of this research is to find out the methods and techniques used to teach the language. So, what is the best way to teach English in correlation with the subject? Is it a big challenge?

Teacher: Is it a challenge, but it is not hard, especially after several years of experience. The foreign language makes the lectures more interesting and attracts more attention.

Question 2

Interviewer: Do you use translation as a method of teaching?

Teacher: Direct translation is rarely used. I tend to explain new words with the context of the content.

Question 4

Interviewer: What are some successful teaching methods you use?

Teacher: The methods I use are mostly student centered. I am always finding methods that would support their participation in class.

Question 5

Interviewer: Is it hard for students who are struggling with English language to learn the content of the particular lesson?

Teacher: Yes. Students need to have the basic knowledge, which will improve even more with the application of content-based instruction. In cases when they start without any knowledge of English, then the effect is negative. They cannot learn the content, nor can improve the English.

Question 6

Interviewer: Which aspect of language is highlighted mostly, grammar or vocabulary?

Teacher: I always use correct grammar and try to teach them even though in an indirect way. Vocabulary is a crucial part of my teaching, since students need to learn the terminology related to Geography subject

Question 7

Interviewer: Would you rather teach the content or the language?

Teacher: I am a Geography teacher and the content is my specialty. On the other hand, the language is the mean of work. The content is the priority in my teaching. During my classes the students get to practice their English, but the main place where they are learning it are the language classes.

Question 8

Interviewer: Is there anything you would like to change in Geography classes?

Teacher: This type of education should not be accessible to students without an entrance test of their language skills. Otherwise there is a risk for it to turn counterproductive.