

The Integration of Content-based Instruction (CBI) in ESP Pedagogy: Challenges and Implications

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Abstract:

This study aims at investigating the use of the target language in specific meaningful contexts, and diagnoses the role of CBI in enhancing EFL students' communication skills. A survey tool has been opted for to collect the data to a sample of 30 participants of different fields to assess their level of comprehension of the instruction process. Finally, it has been concluded that CBI can put forward many chances to relate the students' needs with meaningful contents to promote language acquisition. Besides, the acquisition of a significant amount of knowledge through CBI can help learners to develop worthy interactive skills which may be transmitted to different subjects which may satisfy their needs.

Keywords: communication; CBI; content; independent learning; language discourse

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1. INTRODUCTION

With the dawn of the diverse theories of language teaching and learning, and the consideration of the learners' needs and motives, such theories involve the incorporation of a given syllabus which became central in the language teaching process. The syllabus allows educators to think systematically about how and what is being taught. It also can point up the learning principles, factors of learning, and the learning strategies learners can use. The concept of syllabus has become highly emphasized as a method particularly in the context of ESP syllabi planning.

According to (Wilkins, 1976) syllabuses are: "specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process" (p.113) A syllabus is a tool for achieving both the needs and goals of the learner, and the tasks to be accomplished in the classroom. Indeed, the designed syllabus and teaching methods are particularly conformed to allow students get adequate understanding of the content and acquire language at the same time.

Teaching content materials in the ELT context requires the emphasis on transmitting the content knowledge and integrating students' language learning to a particular subject. The implementation of teaching content courses in English classes denotes the need to examine both teacher and student attitudes to the learning process. Also to investigate appropriate teaching methods and strategies for increasing students' academic competence and their progress in the EFL learning, this reflects the importance of content to educators. In teaching a particular subject in a language class, the emphasis is on the function of language as a medium of instruction, while in teaching language itself, educators focus on the content which is communicated.

Content-based Instruction came to drive out this division through affirming the need to integrate the teaching of both language and content. This approach can foster communication and communicative competence because it coincided with the advent of communicative language teaching approach CLT in 1970's which was proposed as a social endeavor to linguistics, and with the notion of communicative competence of Hymes which refers to the ability to use language effectively and appropriately in different language contexts. CBI ensures opportunities for second language acquisition to occur by providing the learners with opportunities to satisfy their needs, negotiate meaning about meaningful content, and develop appropriate output. Also, it exposes students to accurate academic content and allows them to develop language skills.

2. Problem and Aim of the Research

EFL teachers who contribute to the design of ESP courses may be in a dilemma regarding the way they make parallelism between language and content. This can influence the type of syllabus, tasks, and materials used when teaching content or language, also it can influence the role of teachers and students in the teaching and learning processes. This can be proved through teaching content lectures without the focus on background knowledge or English language skills. The problem of study can be contextualized within the fact that a number of teachers advocate that they sometimes face obstacles in using English language in the classroom; in addition to the lack of teaching materials and strategies in using English for incorporating the

knowledge and content to accomplish language tasks.

As language can be used as a medium of instruction to convey information and achieving particular content goals, students may struggle to develop conceptual skills through language in which they have limited proficiency. Students may face some difficulties if the content course teacher is not fluent enough to teach the course in the foreign language (Han, 2001; Park, 2010). Yet, if the teacher uses the same native language as students, the students may be able to receive help from the teacher because he or she can share the knowledge of their native language and other cultural aspects with them.

3. Research Question and Hypothesis

Students' needs are just as specific as their fields of study, and are at the basis of the content selection, and the strategies used in the teaching and learning processes. Investigating them in this research would tell us about learners' objectives while learning English in relation to their field of interest. The study, hence seeks answers to the following question:

- To what extent can EFL learners develop their communicative competence in English through Content-based Instruction Courses?

We have therefore inserted forward a suggested hypothesis. Evidently, EFL learners of different fields can increase their language ability and cross-cultural awareness through engaging in ESP courses. They can develop their communication skills through content courses in English, through cooperative work. They can also develop study skills such as note taking, summarizing, and extracting information from texts, this may lead to increasing their communicative competence.

4. Related Work

Content-based Instruction has first widely appeared in the 1980's in the ESL teaching context where ESL students can learn both the English language and course subject content. (Snow, 2001) It is an approach which can allow students to acquire language through studying a set of relevant subjects which are utilized constantly, as (Mohan, 1986) admits that "if the teaching techniques are adjusted in a way to make students comprehend the content material as it is presented in the new language, both content and language acquisition do occur" (cited in Nunan, 1988, p.49) CBI is derived from the Communicative language teaching approach which can be adapted to a set of educational contexts. The learning courses of CBI can adopt a comprehensive extent of communicative competence, including grammatical competence, sociolinguistic competence and discourse.

Content-based instruction is based on the principles of the CLT approach, which may involve the role of meaning in the language teaching and learning. Regarding meaning and contextualization, natural language is acquired within a given context and it is usually related with meaning, therefore it provides a context for a meaningful communication for students. (Met, 1991) In respect, Content based instruction is directly related with meaning and context through the emphasis on teaching language in context rather than using given statements, as it can be learned in context and through content respectively.

(Met, 1999), introduced the following continuum to explain the complexity of the integration of subject matter with the diversity of curricular programs under within CBI Courses.

Fig 01. The Integration of Subject Matter into Curricular Programs (Met, 1999)
Content-Driven ← **Language-Driven**

Total Immersion	Partial Immersion	Sheltered Courses	Adjunct Model	Theme-Based Courses	Language classes with frequent use of content for language practice
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(Madrid et al, 2001) state that CBI approach can be effective through considering the learners’ needs in the target language, and through the relevant content and tasks prepared to be accomplished, since the main focus for many students is usually on the meaning rather than on the language. Occasionally, (Krashen, 1982) Comprehensible Input Hypothesis can put forward a rationale for CBI and its relation to second language acquisition, as he believes that language is best acquired incidentally through considerable exposure to intelligible SL input.

The acquisition of the target knowledge usually occurs in natural contexts in which students can negotiate meaning from the content of the language through which they can transmit and receive messages. According to (Krashen & Terrell, 1983, p.55) “Language is best taught when it is being used to transmit messages” As (Widdowson, 1979) also emphasizes the fact that language is used in natural contexts and for transmitting messages to the learner:

Pragmatic equivalence can only be established by considering what utterances count as in context ... the context, whether linguistic within the discourse or extra-linguistic within the situation, will provide the conditions whereby an utterance can be interpreted as representing a particular message or communicative act. (P.66)

Students usually can have the opportunity to construct and negotiate the knowledge that they are learning instead of only exchanging information, they can extend their knowledge at high levels of complexity as more content is emphasized in the course. (Brinton, et al, 1989) believe that:

In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. (p.02)

(Brinton, et al, 1989) identified three content-based instructional models which are the “Theme-based Model” in which the language class is structured around particular topics within the curriculum. The “Sheltered Model” in which content courses taught in the target language by a content teacher. It means that target language

students or ESL students are sheltered from native speaking students of that language. Finally the Adjunct Model in which students are enrolled in two integrated courses, a language course and a content course. Therefore, learners are sheltered in the language course, at the same time are integrated in the content course. (Met, 1999) indicates that CBI can be perceived as a permanent scale,

CBI is a type of syllabus and it can be considered as curricular approach to language instruction. It is common with the grammatical, functional, situational, rhetorical, and task-based syllabi. It is deeply related to ESP, as CBI syllabus can be used in ESP courses in which the sheltered, adjunct, or other models would be related to. (Nunan, 1988) states that the syllabus emphasizes the selection and assessment of content and material, while (White, 1988) views the syllabus as: “the content or subject matter of an individual subject” (p.04)

According to (Master, 1997), CBI syllabus can be analytic and can be used in both EGP courses which emphasize the theme-based model, and in ESP courses which incorporates the sheltered and adjunct models. (Eskey, 1997) indicates that “the content-based syllabus is best viewed as an even newer attempt to extend and develop our conception of what a syllabus for a second-language course should comprise, including a concern with language form and language function, as well as a crucial third dimension—the factual and conceptual content of such courses.” (p. 135)

(Master and Brinton, 1998) identify CBI is a type of syllabus on which a curriculum is based, along with the other types of syllabi in the ELT context the grammatical, notional-functional, the rhetorical and the task-based syllabi. In this syllabus, the use of CBI is based on the content or subject matter. To quote (Master & Brinton, 1998): “ESP makes extensive use of the content-based and the task-based . . . syllabi. In other words, there is no “boundary” between ESP and CBI; instead, they operate independently because both ESP and EGP may make use of any of the syllabi” (pp. vii–viii)

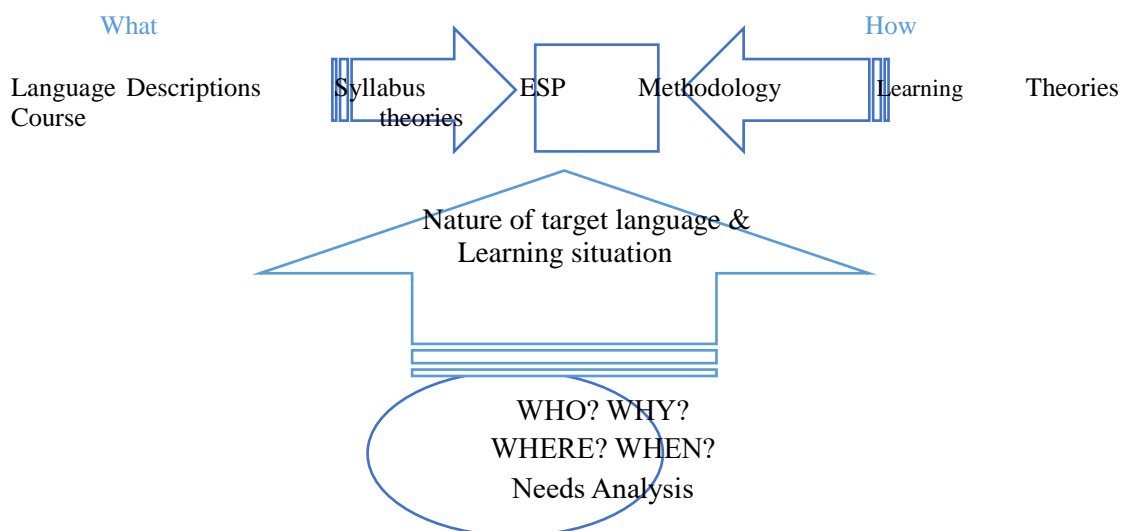
4.1 Designing a Syllabus for CBI Methodology

Syllabus design plays a vital role in the ELT curriculum. It mainly concerns deciding about units of classroom tasks, and the sequence in which they are to be accomplished (Robinson, 1990) A syllabus indeed involves a document prepared for a given group of learners, sometimes both syllabus and a course plan have the same definition, although recently the syllabus much emphasized the language content at once and alone. (Dubin & Olshtain, 1986) while Yalden (1983) compares the syllabus to a “*blueprint*” and the teacher as someone who converts the plan “into a reality of classroom interactions” (Yalden 1983, p.19)

(Nunan, 1984) admits that syllabus generally involves the selection and grading of content. A syllabus is identified by (Widdowson, 1984) as “A framework within which activities can be carried: a teaching device to facilitate learning” (p. 26) the content syllabus might be supported with form-based activities including spelling, vocabulary, spelling, and writing tasks. This syllabus is identified in (Mohan, 1986) the history of syllabus design reflects the stands towards the nature of language itself including its emphasis on language teaching and learning, and its response to the developments in language teaching theories. (Eskey, 1997) “the content-based syllabus

is best viewed as an even newer attempt to extend and develop our conception of what a syllabus for a second-language course should comprise, including a concern with language form and language function, as well as a crucial third dimension—the factual and conceptual content of such courses” (p. 135)

Fig 2. How is an ESP Course Affected? (Cited in Nurpahmi, 2016, p. 176)



CBI represents an analytic syllabus, as Master (1997) states “significant linguistic forms can be isolated from the context in which they occur [and] learning can be focused on important aspects of the language structure” (p. 02) CBI emphasizes authentic texts inserted within the subject content, therefore avoiding the trap of other types of syllabus, which remove the text from its natural context. Also, students are exposed to all skills and are required to synthesize from multiple sources because CBI is an integrated holistic approach. (Basturkmen, 2006)

4.2 Needs Analysis and Language Content

Since its advent in the late 1960s, ESP has gone through three major fields of knowledge: language, pedagogy and the students fields of interest. (Hutchinson & Waters, 1987, p. 09) ESP has the concern to meet the learners’ need in their specialized field. Generally, ESP is language-centered because its main focus is on language. Though, teachers and learners often have to focus on linguistics through specialist texts. Content can contribute to the cognitive development of the individual, as it can ensure meaningful communication and cognitive basis for language learning (Brinton, et al, 1989)

Content learning in a CBI class involves associating language forms, meanings, and functions in different contexts. Students can learn the SL or FL in a meaningful way by emphasizing the subject matter that is related to their lives. (Snow, et al., 1989) Through content learning, students can develop academic competence and comprehend meaning, as they learn the language while being exposed to the language authentically (Adamson, 1993) The notion of needs analysis is very crucial in designing any course; it is the point of departure in designing an ESP and EAP courses. According to (Iwai et al., 1999) needs analysis involves activities to elicit information and based on this

acquired information, a curriculum is designed to fulfill the needs of learning of a particular group of learners. Additionally, educators emphasized the use of formal needs analysis to identify language characteristics and students' needs at once, as (Johns, 1991) emphasized that needs analysis is the first step to deal with in course design.

Designing a CBI course can be purposeful as content can offer meaningful contexts and comprehensible input according to Krashen's notion for the language classroom. Students in the classroom can be exposed to a set of language features and skills (Brinton, 2003). Language and content can also identify complementary aspects of the curriculum and a favorable learning environment of the CBI classroom which can lead to successful language acquisition. According to (Brown, 2007), language acquisition can be enhanced by students who are exposed to meaningful content.

4.3 Communication as Meaningful Basis for Language Learning

Students' communication system is essential for their learning process. Language can be developed through integrating its four skills: reading, writing, listening, and speaking to enhance students' learning and raise their cognitive abilities. There are plenty interactive activities role plays, project group work, simulations which provide students with a chance to practice their skills in different meaningful contexts. (Gooden & Kearns, 2013) for accomplishing communication in the class, students should engage in communicative tasks using all their linguistic competencies. The goal of a language class is to encourage the acquisition of communication skills and increasing communication in and out of the language classroom. (Lazaraton, et al. 1987)

Learners can learn by doing and interact with their environment. They can be active learners and thinkers, and construct knowledge from interacting with the physical environment in developmental stages. (Vygotsky, 1978) As students can communicate in different meaningful contexts, they can develop their communicative competence. Hymes (1972) has defined the notion of communicative competence as the ability to use grammatical competence in a variety of communicative situations. According to (Widdowson, 1983), communicative competence is about knowing the knowledge of linguistic and sociolinguistic conventions and considering capacity as the procedural or communicative capacity, and views it as the ability to use knowledge as a means of creating meaning in language learning.

5. Method and Analysis

The study design adopts a survey for considering the usefulness of Content-based Instruction and the extent to which it can help students use the target language appropriately and therefore develop their communicative competence. This quantitative study was conducted at Laghouat Teachers' College with the contribution of thirty participant students to the study. The participants represent the sample of the study which represents 12 Males and 18 Females. The proportion of the participants' genre is revealed in table 01.

Table 1. Characteristics of the Sample's Genre

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	63.6	63.6	63.6
Male	12	36.4	36.4	100.0

Total	33	100.0	100.0	
Valid	15	45.5	45.5	45.5
Female	18	54.5	54.5	100.0
Total	33	100.0	100.0	

The participants of the study belong to three departments which are: Physics department, Mathematics department, and Natural Sciences department. Table 02 describes the frequency of the fields of the participants.

Table 02. Fields of Study Frequency

	Frequency	Percent	Valid percent	Cumulative percent
Physics	11	33.3	36.7	36.7
Mathematics	12	36.4	40.0	76.7
Natural Sciences	7	21.2	23.3	100.0
Total	30	90.9	100.0	
Missing system	3	9.1		
Total	33	100.0		

The respondents of the survey are divided into 11 (33.3%) students who represent the physics field, 12 (36.4%) students who represent mathematics, and 7 (21.2%) students who study natural sciences. Table 3 shows the Mean and standard deviation of the fields of the study of the respondents with range of 2, Mean= 1.866 and Standard deviation= 0.776.

Table 03. Mean and Std. Deviation of the Fields of Study

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Fields of study	30	2.00	1.00	3.00	1.866	0.77608

6. Discussion

6.1 Reliability of the Research Tool

The researcher opted to use ten (10) multiple choice questions and a likert-scale survey of six (6) items which contains four response options which are Agree= 3, strongly agree= 4, disagree= 2, and strongly disagree= 1. In order to test the reliability of the survey, the researcher managed to use Cronbach's Alpha. According to Huck (2007), testing for reliability refers to the consistency across the parts of a measuring instrument.

Table 04. Reliability of the Survey

Cronbach's Alpha	N of Items
.493	16

According to table 4, Cronbach's Alpha $\alpha = 0.493$ for the 16 items of the whole survey. The survey scale is said to have high internal consistency reliability because it approximately equals $\alpha = 0.5$ which is the high reliability of Cronbach's Alpha. This indicates that the survey is reliable and has consistent results.

6.2 The Scale

The researcher tempted to ask the respondents a set of questions to get their responses and attitudes towards using the target language, how they respond to content courses in English, how they overcome difficulties in studying content courses in the target language, and ask them whether they can develop their communicative skills and interaction through CBI use. As the respondents responded to the survey, the results of their responses are to questions interpreted and analyzed as follow.

The respondents were asked to choose an answer to questions 2 to 6 regarding goals and benefits of CBI courses in English. Their answers varied as the highest Mean score is $M=3.800$ which is for strengths of CBI courses in English. Prior to this question, most students argue that learning of a language is interesting and motivational, and believe that CBI can provide them with a wide educational knowledge in different topics. They also believe that they can develop study skills such as note taking, summarizing and extracting key information from texts. For the other questions, the Mean score of students' answers ranged between $M= 1.900$ and $M= 2.333$. As for questions regarding incorporating content into the English as a Second Language (ESL) class, CBI and Communication Skills, and the style they prefer when learning, most of their answers involved positive response towards CBI courses, and considering them as beneficial.

Table 05. Goals and Benefits of CBI Courses in English

	N	Range	Min	Max	Mean	Std. Deviation
Incorporating content into the English as a Second Language (ESL) class	30	3.00	1.00	4.00	2.333	1.0933
When joining ESP course, which of the following styles do you prefer to learn?	30	200	1.00	3.00	2.066	0.583
Challenges	30	2.00	1.00	3.00	1.933	0.907
Strengths	30	5.00	1.00	6.00	3.800	2.023
Goals of content courses in English	30	2.00	1.00	3.00	1.900	0.994
CBI and Communication Skills	30	3.00	1.00	4.00	2.100	1.155

The following up set of questions involved questions from 8 to 10 which are teaching materials or resources that the teachers needed to teach content courses in English, overcoming Difficulties in learning Content courses in English, and students' perceptions towards the effectiveness of CBI. The results regarding answers to these questions also showed a positive response to the content courses. In particular, all questions showed that students were overwhelmingly interested in the content of the course, and in the resources used by the teacher. The first question scored a mean of 2.70, question two has a mean score of 2.40, and the score of question three is $Mean= 3.93$. Yet, it is apparent that, despite the course involving students from different departments and of different levels, the course instruction seems to be comprehensible across the class.

Table 6. Characteristics of CBI Course

	N	Range	Min	Max	Mean	Std. Deviation
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Teaching materials or resources that the teachers needed to teach content courses in English	30	4.00	1.00	5.00	2,700	1,664
Overcoming Difficulties in learning Content courses in English CCE	30	3.00	1.00	4.00	2,400	0.968
Students' perceptions towards the effectiveness of CBI	30	6.00	1.00	7.00	3,933	2,531

A Likert-type scale consisted of six closed questions designed for students to rate their responses. The first question was about the material input designed in CBI, students reacted positively (n= 21). A mean score of 2.70 suggested that the material input is relevant and authentic. The second question involves the role of language in fulfilling a real purpose, which scored with a mean of M= 2.83, with n=18 students who responded with 'agree', and n=5 who responded with 'strongly agree'. A mean score of M= 3.03 was given for question (3) on developing knowledge and improving educational needs through CBI, with n=13 students who responded with 'agree' and n=10 who responded with 'strongly agree'.

Question (4) has been given a mean score of M= 3.26 which is on developing valuable study skills such as note taking, summarizing and extracting key information from script, with n= 14 students responding with 'agree' and n=12 responding with 'strongly agree' Regarding question (5) which involves the role of re-evaluating information in developing thinking skills, with a score of M= 2.83, with n= 15 responding with 'agree' and n=7 responding with 'strongly agree'. The final question yet shows that respondents reacted positively on the integration of group work for developing collaborative and communicative skills. A mean score of M= 2.90 was given which shows that students are satisfied with and interested in engaging in group work to improve their communicative skills.

Table 7. CBI and Communicative Competence

	N	Range	Min	Max	Mean	Std. Deviation
The material input designed in the CBI approach is authentic, relevant and comprehensible.	30	Agree	1.00	4.00	2.700	0.952
I can use the language to fulfill a real purpose, which can make me more independent and confident.	30	Agree	1.00	4.00	2.833	0.833
I can develop a much wider knowledge of the world through CBI which can support and improve my educational needs	30	Agree	1.00	4.00	3.033	0.889
It helps me to develop valuable study skills such as note taking, summarizing and extracting key information from script	30	Disagree	2.00	4.00	3.266	0.691
Re-evaluating information can help me to develop very valuable thinking skills that can then be transferred to other subjects.	30	Agree	1.00	4.00	2.833	0.949
The integration of a group work can help me to develop collaborative and communicative skills	30	Agree	1.00	4.00	2.900	0.803

The overall Mean scores of the independent variable items are revealed in the table below. As question one involves the fields of study of the respondents, questions 7 and 9 involve successively 'CBI and communication skills' with a mean score of M= 2.10, and 'Overcoming Difficulties in learning Content courses in English CCE' with a score of M= 2.40, which represent the variables of the study. Also the overall score of the likert scale which consists of questions 11 with a score of M= 2.70, Q12 scoring with M= 2.83, Q13 scored with M= 3.03, Q14 was given the score of M= 3.26, Q15 with a score of M= 2.83, and Q16 was given a score of M= 2.90. Apparently, the scores of the independent variable items varied between a mean score of M=2.70 and M= 3.26 which prove to be high for each field of study.

Table 8. Overall Mean Score of the Sample Independent Variable Items

Q1		Q7	Q9	Q11	Q12	Q13	Q14	Q15	Q16
Physics	Mean	1,63	1,909	3,000	3,181	3,363	3,18	3,27	3,1
		6	1	0	8	6	1	2	8
	N	11	11	11	11	11	11	11	11
	Std.	,924	,8312	,7746	,4045	,5045	,603	,467	,40
	Deviation	4	1	0	2	2	0	1	4
	n								
	Range	2,00	2,00	3,00	1,00	1,00	2,00	1,00	1,0
									0
	Variance	,855	,691	,600	,164	,255	,364	,218	,16
									4
Mathematics	Mean	2,66	2,916	2,083	2,333	2,416	3,50	2,08	2,4
		6	7	3	3	7	0	3	1
	N	12	12	12	12	12	12	12	12
	Std.	1,30	1,083	,9962	1,073	,9962	,797	,996	,99
	Deviation	2	2	0	9	0	2	0	6
	n								
	Range	3,00	3,00	3,00	3,00	3,00	2,00	3,00	3,0
									0
	Variance	1,69	1,174	,992	1,152	,992	,636	,992	,99
		7							2
Natural Sciences	Mean	1,85	2,285	3,285	3,142	3,571	3,00	3,42	3,2
		7	7	7	9	4	0	6	8
	N	7	7	7	7	7	7	7	7
	Std.	,899	,4879	,4879	,3779	,5345	,577	,534	,48
	Deviation	4	5	5	6	2	5	2	7
	n								
	Range	2,00	1,00	1,00	1,00	1,00	2,00	1,00	1,0
									0
	Variance	,810	,238	,238	,143	,286	,333	,286	,23
									8

Total	Mean	2,10	2,400	2,700	2,833	3,033	3,26	2,83	2,9
		0	0	0	3	3	7	3	0
	N	30	30	30	30	30	30	30	30
	Std.	1,15	,9684	,9523	,8339	,8899	,691	,949	,80
	Deviation	0	7	1	1	2	9	9	3
	n								
	Range	3,00	3,00	3,00	3,00	3,00	2,00	3,00	3,0
									0
	V	1,33	,938	,907	,695	,792	,478	,902	,64

Content-based instruction courses were accomplished through a focus on subject matter and English learning according to the related literature of the course planning. Through content-based instruction, students were encouraged to participate actively and practice English efficiently while engaging in a set of learning activities, discussions, presentations and debates in their learning process. Results show that students perceived the effectiveness of content-based instruction at a high level ($M=3.26$, $S.D=0.69$). Particularly, they perceived CBI as an effective methodology and as an essential opportunity to use English at high levels.

The overall students' responses to their CBI courses were positive. Regarding the research question which considered the effectiveness of the way content was taught to students. All results pointed out that the content-based instruction had effects on students' English language in performing language skills reading, writing, listening and speaking because they were taught with the effective English instruction and were given various opportunities to use as much English as they can in the content course. Obviously, students had higher scores especially regarding the impact of CBI on their communicative competence and skills because this teaching methodology created a learning environment where English was used as a medium to teach meaningful content. Also, to build content-based learning experiences for students to perform and practice English meaningfully.

The main finding proved that CBI was an effective instructional methodology according to student's perceptions and students performed better after its' implementation. Therefore, using content courses in English was powerful in enhancing English language performance. This demonstrates that students have higher scores after implementing content-based instruction in, their courses in English. These high scores yet indicate that students' communicative competence increased due to the use of this teaching methodology which focuses on the subjects' content. The findings were in parallel with (Song, 2006; Dupuy, 2002) who view that CBI was effective in developing language and leads to a significant improvement in language proficiency. Also, they believe that content-based instruction provides students with efficient opportunities to interact.

7. Conclusion

This study confirmed the findings of previous research as to the reasons behind the impact of CBI and provided evidence of the factors that are important in content

courses in English as a language context for EFL students. Perhaps, the most significant indicator the efficiency of content-based instruction is the relevance of the subjects, materials, and tasks used in class. Also, the courses seemed meaningful and interesting for them. This finding is consistent with the research in education, in general, and ESL and EFL acquisition.

This study was also in accordance with many research findings, which has also demonstrated that content-based instruction contributes to English proficiency. Therefore, the current study can provide a better understanding of content-based instruction as a powerful instruction methodology and systematic guidelines for using it to generate English learning experiences in a way that helps build English language performance in higher education in Algeria. With content-based instruction, the future of the English language performance of EFL students' different fields at ENS of Laghouat may become brighter and meet the demands for English requirement in the workplace. Future research will therefore focus upon a consideration of ways to build upon existing student learner strategies, and on the creation of materials that better integrate CBI with activities that act to scaffold language development.

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6. Goals of content courses in English
 - To increase students' English ability
 - To increase school's competitiveness
 - To increase cross-cultural awareness
7. CBI and Communication Skills
 - Learning English for communication purposes
 - Building confidence in English
 - Improving communication skills
 - Developing communicative competence in English
8. Teaching materials or resources that the teachers needed to teach content courses in English
 - Teacher training
 - Translation services
 - No need at all
 - Tutoring services
 - Resource center
9. Overcoming Difficulties in learning Content courses in English CCE
 - Repetition tasks, drills and translation
 - Using questioning techniques and group work
 - Group work and co-operation
 - Focusing on content and trying to explain it easily
10. Students' perceptions towards the effectiveness of CBI
 - The instructional methodology is effective
 - Content-based instruction enhances English language performance
 - English used in instruction is comprehensible
 - English used in classroom is meaningful
 - Learning strategies are effective and systematic
 - Assessment is done systematically
 - English is used as a medium in classroom
11. Impact of Using CBI on developing Communicative competence and Skills

Statements	Agree	Strongly agree	Disagree	Strongly agree
The material input designed in the CBI approach is authentic, relevant and comprehensible.				
I can use the language to fulfill a real purpose, which can make me more independent and confident.				
I can develop a much wider knowledge of the world through CBI which can support and improve my educational needs				
It helps me to develop valuable study skills such as note taking, summarizing and extracting key information from script				
Re-evaluating information can help me to develop very valuable thinking skills that can then be transferred to other subjects.				
The integration of a group work can help me to develop collaborative and communicative skills				