

**CONTENT-BASED LANGUAGE
INSTRUCTION PRACTICE AND ITS CHALLENGES
IN TECHNICAL AND VOCATIONAL
EDUCATIONAL TRAINING (TVET) COLLEGES:
*THE CASE OF BAHIR DAR POLYTECHNIC COLLEGE,
BAHIR DAR, ETHIOPIA***

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ABSTRACT

The purpose of this study was to assess whether or not students and teachers were having positive attitude towards the practice of content based language instruction and to see the actual practice of it in TVET poly technic colleges. It was particularly meant to investigate students' attitude towards the usefulness of the course, course contents, assessment and teacher's competence. Teacher's attitude towards the course and challenges of it if occurs were investigated. Moreover, the study was targeted to investigating the actual practice of teaching in three areas: students' participation, teachers' language skills and teachers' skill in using instructional materials. The study was conducted in one Polytechnic College of Amhara Region. Generally, from the total number of 2909 trainees in four different levels; second year Level Three and Level Four trainees were purposefully selected. From the selected six departments (639 trainees), 185 were randomly selected. Regarding CBL teachers, no sample selection were needed for their number was small and easily manageable. So, the participant of the study were 6 teachers and 185 students in the college. The data were collected through questionnaire, observation and interview and the results were analyzed quantitatively and qualitatively. The result of the study revealed that students and teachers showed positive attitude towards the usefulness of CBL courses, course contents and course assessment. However, students had negative attitude towards teachers' competence. And teachers' actual practice revealed that teachers did not properly apply content based language instruction to bring the desired result. The study also indicated that there were problems for its implementation due to teachers' lack of language skills and training. The combined responses of the participants (students and teachers) revealed that the students didn't get benefit and this impact developed because of teachers'

incompetence to implement content based language instruction. Finally, it was concluded that CBLI was not implemented as it is desired. Therefore, concerned bodies should take various measures to ameliorate the challenges.

Keywords: content based language, attitude, practice and challenge

1 BACKGROUND TO THE STUDY

As an approach to second and foreign language teaching, content-based instruction is a relative newcomer to the field. Its application in the educational context, however, is not completely revolutionary for it grows out of its origins in immersion education in Canada from the 1960s and, later, in English for specific purposes programs, and in the 'Foreign Language across the Curriculum' movement in the US and Britain. Similar courses or programs were experimented in other contexts such as the former Soviet Union (Garza, 1987). Content based instruction first appeared on the general language teaching scene in the mid to late 1980s, and has gained increasing popularity and wider applicability in the last ten years. This prominence can be easily perceived in the wide range of contexts, educational stages and content areas involved.

In Ethiopia, the teaching and learning of English has passed a history of more than 100 years. Since the introduction of modern education in the country, English language has been used as a subject of study and as a medium of instruction in Ethiopian schools. Depending on global influences and local socio-political situations, the English language syllabus in Ethiopia has been designed differently at different times.

2 STATEMENT OF THE PROBLEM

Content-based language instruction (CBLI) is "the integration of a particular content (e.g., Construction, Metal fabrication, Electricity...) with foreign language. According to Krashen (1982), in content-based language instruction, students can acquire the content area of the subject matter with comprehensible input, and simultaneously increase their language skills. To achieve the goal of language skills improvement, Krashen states that the focus of the teaching is on the authentic and meaningful input, not on the grammatical form. Content and language aims usually intersect at varying points along a spectrum, and are constantly negotiated and re-negotiated by factors such as curricular needs, student abilities and teacher beliefs.

Research has shown that content-based instruction results in language learning, content learning, increased motivation and interest levels, and greater opportunities for employment (where language abilities are necessary)

the research has emerged in ESL K-12 contexts, FL K-12, postsecondary FL and ESL contexts, and FLAC programs (Grabe & Stoller, 1997).

As far as the researcher's reading is concerned, he has not come across a study conducted on this issue on the aforementioned level. Moreover, from personal experience as a teacher in TVET, the researcher has noticed that students give more emphasis on their field of training courses than common courses- English. Even major course teachers too but now the curriculum is changed. English language courses are integrative with major field of training courses and are taught by content area teachers. Having this in mind, the researcher wants to pose the following research questions.

- What is the attitude of TVET teachers and students towards the usefulness, attractiveness and appropriateness of teachers in CBL/CBLT?
- What is the actual practice of CBL teacher in Bahir Dar polytechnic College?
- What are the challenges CBL teachers faced when they teach CBL courses in Bahir Dar polytechnic College?
- In order to answer the above questions, the objective "to investigate the practice of content-based language instruction in Bahir Dar Polytechnic College" was designed.

3 DESIGN AND METHODOLOGY

3.1 The research design

The purpose of the study was to investigate students and teachers attitude towards usefulness CBL courses, course contents, assessment and teachers' competence in Bahir Dar Polytechnic College. In line with the objective of the study, this research is a descriptive study. The researcher selected this design as it is suitable to describe students' and teachers' attitude, teachers' actual practice and the challenges that affected their practice. On the type of information sought and data analysis, it is grouped under quantitative and qualitative research design on the ground that is found to be helpful to get hold of reliable and pertinent information from the participants of the study about their attitudes, practices of CBLI and challenges they encountered to practice it in the process of work place communication teaching.

3.2 Participants of the study

The total numbers of Level III and IV trainees who were taking work place communication courses were 639. From these, 203 were randomly selected. The total number of trainees was unmanageable that the researcher

took only 55% (203) of the aforementioned number of trainees at second year Level Three and Four were taken as the samples of the study.

Regarding CBL teachers, no sample selection was needed for their number was small and easily manageable. So, all the CBL teachers teaching at second year level three and level four were included. They were six in number and all of them were males. Concerning their educational background, all of them were first degree holder in construction, auto engine, electricity, surveying, mechanical engineering and information and communication technology.

3.3 Data gathering instruments

In conducting survey study on the practices of CBLI education in TVET, the researcher has employed three types of instruments, namely, questionnaire, interview, and observation.

3.4 Data collection procedure

To collect data for the study, the following procedures were followed. In order to perform the activities correctly, the researcher recruited two assistants from Bahir Dar Polytechnic College teachers for data collection. Assistants were given one day training on the overall data collection and usage of the instruments. The two sets of questionnaire were administered at the presence of the researcher and two assistants. Assistants collected data through observation next to questionnaire.

3.5 Method of Data analysis

After gathering all the necessary information, the collected data were screened and cleaned of the data for incomplete items, inconsistent answers and unfilled ones. Then, the data were entered in to a software called Statistical Package for Social Sciences (SPSS 20.0), analyzed. Mean and T-test were used to compute the data.

4 FINDINGS AND DISCUSSION

4.1 Findings

In this section, results obtained through the different instruments, that is, through questionnaire, observation and interview from the two sources (teachers and students) are presented and analyzed. A questionnaire was distributed to 203 students. One hundred eighty five (91.1%) of them were filled and returned.

Table: 1 student's attitude towards the usefulness of the course

No	Item	N	S.D	Mean	Mean	S.D
1	I think work place communication courses (Receiving and Participating) are vital for vocational trainees.	185	1.08	3.72	3.44	0.6
2	In my opinion work place communication courses will help me to pass COC (center of competence) examination.	185	1.10	3.63		
3	Work place communication courses help me to communicate more with other students in English.	185	1.17	3.51		
4	Work place communication courses are very interesting to me.	185	1.21	3.36		
5	Work place communication courses provide me with learning opportunities that I have never tried before.	185	1.23	3.38		
6	I am motivated to learn work place communication courses.	185	1.30	3.46		
7	I think I am improving my language skills starting from taking these courses.	185	1.17	3.37		
8	I think work place communication courses promote group work.	185	1.21	3.46		
9	I think work place communication courses promote cooperative learning.	185	1.15	3.39		
10	Work place communication courses are helpful to my future career.	185	1.11	3.38		
11	I think I need to have a satisfactory grounding in English skills before I advance to work place communication course learning.	185	1.27	3.22		

In Table 1, Items 1 up to 11 asked whether students have positive attitude towards the usefulness of the course to pass COC (Center Of Competence), to future career, to communicate with others, to arise students' interest and motivation to learn the courses, to provide new learning opportunities, to improve language skills, to promote group work, to encourage cooperative work and to have satisfactory ground in taking these courses. The mean score of eleven items was 3.44 which were higher than the expected mean (3). As a result, it indicated that students' had positive attitude and the mean score of each item was higher than the expected mean.

Table 2: One sample T- test result students' attitude towards the usefulness of the course

N	Mean	Standard Deviation	Expected Mean	Degree of freedom	T-test	Sig.
185	3.44	0.6	3	184	10.01	.000

The T- test result also indicated that the T- value is 10.01 which is greater than T- critical (1.65) and the mean is greater than the expected mean

implying that students have positive attitude towards the usefulness of the course. Besides this, high level of significance is shown.

Table 3: Students’ attitude towards course content

No.	Item	S.D	Mean	Mean	SD
12	The content of the Work place communication courses are full of variety.	1.20	3.28	3.2	0.82
13	The content of communication course integrates important listening activities.	1.10	3.42		
14	The content of communication course integrates important reading activities.	1.18	3.44		
15	The content of communication course integrates important writing activities.	1.26	3.32		
16	The content of communication course integrates important speaking activities.	1.29	3.25		
17	Work place communication course learning activities are appropriate.	1.28	3.21		

Mean score of item 12-17= (3.2)

In Table 3, Items 12 through 17 asked students’ attitude towards the variety of the course contents and integrates language skills. As shown in this table, the mean score of six items was 3.2, which was higher than the expected mean (3). Not only the average mean but also each items mean was greater than the expected mean. Hence, it is likely to infer that students had positive attitude towards course content.

Table 4: One sample T- test result about students’ attitude towards course content

N	Degree of freedom	Standard Deviation	Expected Mean	Mean	Mean Difference	T-test	Sig
185	184	0.82	3	3.32	0.31	5.3	0.00

The T- test result also indicated that the T- value is 5.3 which are greater than T-critical (1.65) and the mean is greater than the expected mean implying that students have positive attitude towards the content of the course. Besides this, high level of significance is shown.

Students were asked the extent of their agreement towards assessment of content and language integrated learning in Likert scales ranging from strongly agree to strongly disagree.

In Table 5, Items 18 through 27 presented to assess students’ attitude towards assessment (activities, tasks, exercises and examinations). The result showed that the mean score of nine items was 3.3, which is higher than the

expected mean (3). It indicated that students had positive attitude towards tasks, activities, exercises and course assessment.

Table 5: Students’ attitude towards assessment (activities, tasks, tests and examinations)

No.	Item	SD	Mean	Expected mean	SD
18	Work place communication course activities are vital for language learning.	1.28	3.23	3.3	0.76
19	I think work place communication course exercises are presented well.	1,14	3.43		
20	I believe work place communication courses build background knowledge.	1,23	3.19		
21	I think authentic materials motivate students for language learning.	1.27	3.21		
22	Work place communication course learning activities are stimulating.	1.26	3.12		
23	I think the exams appropriately test the material presented in the course content section.	1.18	3.38		
24	Work place communication course contents are interesting.	1.32	3.16		
25	I think I engage in appropriate language dependent activities when I learn work place communication courses.	1.16	3.32		
26	I think our teacher gives satisfactory feedback to our questions	1.19	3.42		

Mean score of item 18-26= (3.3)

Table 6: One sample T- test result of nine items (18-26)

N	Degree of freedom	Standard Deviation	Expected Mean	Mean	Mean Difference	T-test	Sig
185	184	0.76	3	3.27	0.28	4.91	0.00

The T- test result also indicated that the T- value is 4.91 which are greater than T- critical (1.65) and the mean is greater than the expected mean implying that students have positive attitude towards assessment of the course. Besides this, high level of significance is shown.

In Table 7, Items through 27 to 33 asked to assess students’ attitude to CBLI teachers’ language knowledge, skill, interest and ways of teaching. As shown in the table, the mean score of seven items is 2.93, which is less than the expected mean (3). Hence, it is likely to infer that students had negative attitude towards content based language teachers’ language knowledge, skill and interest to teach CBL courses.

Table 7: students’ attitude towards teachers’ competences

No.	Item	SD	Mean	Mean	SD
28	I think my work place communication course teacher is skillful to teach English language.	1.19	2.89		
29	Teaching aids are appropriate in teaching work place communication courses.	1.28	2.76		
30	I think I appreciate the English language better when taught by English teacher.	1.22	3.99		
31	I think our work place communication teacher is interested to teach these courses	1.27	3.24		
32	Our work place communication teacher has the ability to relate the course concepts in a systematic manner.	1.22	3.19		
33	Our work place communication teacher uses examples or personal experience to help get points across.	1.33	2.94		

Table 8: One sample T- test result about students’ attitude towards teachers’ competence

N	Degree of freedom	Standard Deviation	Expected Mean	Mean	Mean Difference	T-test	Sig
185	184	0.67	3	2.93	-0.06	-1.24	0.21

The T- test result also indicated that the T- value is -1.24, which is less than T-critical (1.65) and the mean is less than the expected mean implying that students have negative attitude towards teachers’ competence to teach of the course. High level of significance is shown.

Table: 9 Students’ attitude in the preference of teachers

No.	Item	Mean	Expected Mean	SD
34	I think my work place communication course teacher is skillful to teach English language.	2.89	3	1.12

In Item 34, students were asked their preference; whether they liked to learn work place communication courses by English teacher or content area teacher. As a result, they preferred to learn English by English teachers than content area teachers. The mean score of the item is 3.99, which is higher than the expected mean (3).

Table 10: One sample T- test result of item 34

N	Degree of freedom	Standard Deviation	Expected Mean	Mean	Mean Difference	T-test	Sig
185	184	1.12	3	3.99	0.99	12.02	0.00

The T- test result also indicated that the T- value is 12.02 which are greater than T- critical (1.65) and the mean is greater than the expected mean implying that students have preferred to learn CBL courses by English teachers. Besides this, high level of significance is shown.

Table-11 Students’ perception about what teachers do in work Place communication classes.

No	Item	SD	Mean	Mean	SD
1	How often does your work place communication teacher extract language activities from your field of training content?	1.26	2.59	2.4	0.36
2	How often does your teacher choose topics at appropriate level of work place communication complexity?	1.12	2.41		
3	How often does your work place communication teacher choose topics that increase your interest or enhance your motivation for learning?	1.03	2.49		
4	How often does your work place communication design various teaching activities that integrate language skills (speaking, listening, reading and writing)?	0.98	2.33		
5	How often does your work place communication teacher use authentic tasks centered on authentic materials to motivate you?	1.06	2.24		
6	How often does your work place communication teacher give you opportunity to use English at work place?	1.23	2.35		
7	How often does your work place communication teacher teach language and content simultaneously in balance?	0.90	2.19		
8	How often does your work place communication teacher motivate you to work in groups?	1.21	2.65		
9	How often does your work place communication teacher motivate you for cooperative work?	1.02	2.27		

Mean score of item 27-29 = (2.4)

Table 11 displays students’ perception towards content based language teachers’ actual practice of teaching. As shown in Table 11, Items 1 through 9, respondents evaluated their teachers’ teaching as work place communication teacher. The mean score of nine items is 2.4. This is much less than the expected mean (3). Hence, it is likely to infer that teachers’ actual practice based on the principle of content based language instruction such as extracting language activities from their field of training, choosing topics at appropriate level of course complexity, increasing students’ interest and motivation, designing various teaching activities that integrate language skills, using authentic tasks, giving opportunity to use English at work place, teaching content and language in balance, motivating students to do in small groups and enhancing cooperative work. The mean score of each item was less than the average mean. Accordingly, this result could be used as evidence that students perceived that teachers didn’t practice as expected. The above

data in table eleven shows what was happening in language classrooms. The finding from learners’ response revealed that teachers were not frequently performing expected activities while teaching communication courses as expected.

Table: 12 one sample T- test result nine items (students’ perception towards teachers’ actual practice)

N	Degree of freedom	Standard Deviation	Expected Mean	Mean	Mean Difference	T-test	Significance
185	184	0.36	3	2.39	-0.60	-22.74	0.00

The T- test result also indicated that the T- value is -22.74 which less is than T- critical (1.65), and the mean is less than the expected mean implying that students have negative perception towards the actual practice of the course. High level of significance is shown.

5 ANALYZING TEACHER OBSERVATION RESULTS

Based on the observations of the six teachers’ lessons, the following tendencies have emerged on the teachers’ work place communication teaching practices. The aim of the observation was to assess whether or not content area teachers have taught communication courses based on the principles of content-based language instruction. It is clear that a communication teacher should communicate well in the target language. So, teaching was observed from sake of language proficiency, students’ participation, supporting the lesson by teaching materials, relating new concepts from learners’ prior experience and providing relevant skills.

The observation results showed that concerning students’ participation in deciding what issues to discuss, to interact each other and encouraging students’ participation had not been observed that expected. However, content based language instruction arrangements that allowed students to share responsibility and to work together to complete tasks are extensively used. Small group work and team learning are techniques CBI calls on, to provide students with ample opportunities to interact, to share ideas and to construct knowledge together in a low risk forum.

The next observation point comprised teachers’ skill introducing activities, creating awareness to students’ prior learning experience, communicating clearly to the level of students, using skills, defining unfamiliar terms, concepts, supporting the lesson with useful classroom discussions and providing relevant exercises.

The observation result showed that two of from the six teachers were satisfactorily communicate to the level of students whereas others did not express their idea clearly. Only one teacher tried to create awareness to

students' prior learning experience and relating new ideas to familiar concepts. However, majority of the teachers' taught their lesson without rehearsing back. Two of the teachers gave exercises to discuss in the classroom and showed students active involvement in the classroom but other four teachers did everything by themselves.

The third area of observation was whether teachers' maintain adequate classroom facilities, present the lesson with authentic examples to clarify points and use audio- visual materials to support lesson.

The classrooms have had adequate facilities. Authentic materials were also near to them and visual objects were available. There was not lack of materials and classroom facilities. However, majority of teachers didn't use the access of materials to teach language. Many objects and instruments were at hand but gave example which was outside the classroom.

6 ANALYZING TEACHER INTERVIEW RESULTS

The first interview question forwarded to them was about whether they are interested to teach work place communication courses or not.

In response to this question, majority of them said that they are not interested to teach communication courses where as two of them told that they are interested. Those mentioned that are not interested explained that they did take only one or two language courses as a common course when they were in the university. Since it was long time, they didn't need to suffer teaching language which they are not familiar now.

The other two who are interested explained that though they didn't take additional training to teach language and content integrative, they started reading books to become familiar with language skills.

The second interview question forwarded to them was if work place communication teachers' have the ability or the skill to teach language and content integrative or not.

In giving response to this question, all of them reported that they didn't get the chance to update themselves on current content and language teaching.

They added that they knew that they had taken training to their field of training. Besides this, they didn't take education courses when they were in the university. After they had been teachers at technical and vocational training institutes, they took pedagogical courses in the summer program two years ago. Their skill gap was filled by that short term trainings. However, the new content and language integrated courses have been introduced in TVET since 2011; they are not yet familiar with the new course. Three of them explained that they were not good at English even when they were students. One of the respondents replied that he was interested learning English

language when he was in primary and secondary school students' where as he had joined in university studied technology he had a long depart to English. He added that he tried to think back and train himself.

Interviewee five "Though it is hard to say a good English teacher, I would make myself more familiar with language to teach language and content integrative."

Interviewee six "I wasn't good at English when I was a primary school to tertiary levels. I didn't score good grades in English at university when I took two communicative English courses. I have poor English background to teach language and content integrative."

In the third interview question, teachers were asked if work place communication courses are useful to TVET trainees.

All of them reported that work place communication courses are useful to TVET.

The fourth interview question forwarded to language teachers was about students' participation or whether students participate actively or not.

Most of them reported that students' participation based on teachers' reaction. When students were given exercise, task, assignment, they did it. Interviewee added that students needed continuous feedback but the problem sometimes lied on teachers. As far as interviewee knowledge was concerned, they helped learners to participate actively and gave them task based activities. Two interviewees answered the above question was students participate actively and teachers also motivated learners to have good communication. They said that they are a bit better familiar to language and gave feedback. They also added that what so ever they didn't take training to teach language and content integrative, they could be better practitioners than their students.

In the fifth interview question, teachers were asked if the assessment of the course was right.

They reported that they tried to put language dependent activities, but they were not sure that the right assessment methods were employed.

In the sixth interview question, teachers were asked if there were barriers to teach work place communication courses.

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Il of them reported that there were problems to teach these courses. They mentioned many problems but the most common, explained ones are as follows. The first problem which was mentioned by all teachers was material

preparation under it, they didn't decide in selecting content. Which content was preferable to integrate? Content selection was determined by language objectives of the course or content objectives? The second problem was assessing students' progress what determines students' progress in content based instruction? What are appropriate approaches to assessing what students have learned? The third problem was lack of skills. They reported that not all teachers were good at language. They graduated from university to work with their field of training. At that time they took one or two English courses as a common course. These couldn't be as a guarantee to teach language. They took many courses to teach content in the field of training. In their response here, all reported they didn't take training regarding the new approach. The course name and course outline was given then they tried to prepare handouts based on the outline and thought the course. They remained that even in the same field of training they took different course materials since it was developed individually. Due to the mentioned reason, all reported the existence of problems so as not to properly apply this approach.

To teach language, there should be language training. The fourth problem was methodology. They reported that they didn't have the skills to integrated courses. Language pedagogy was also raised by most respondents.

In the seventh question, teachers were asked if lack of opportunities to use English in daily life or at work place undermine the effects of work place communication courses.

Most of the respondents reported that English is used only in the classroom. There is a limited exposure in using English at work and in daily life. This made the English language skills were not practiced well. Two respondents said that the problem lay on students' educational background not the environment.

The next forwarded question was whether work place communication instruction encourages cooperative relationships among students at work place.

All respondents reported that it didn't encourage cooperative relationships among students at work rather created isolation so as not to speak the language. Lack of confidence, shyness and underestimate themselves made them not to speak the language at work place. One of the respondents reported that the cooperative (team teaching) approach could be preferable. He added that language based skills should be taught by English teachers. Whenever they need to put into practice content are teachers lend in hand with English language teachers to see and engage in actual practice. Besides this, content area teachers also filled their skill gap through continuous practice together with English language teachers.

In the last question, teachers were asked to suggest about work place communication course teacher- English teacher, content teachers or both cooperatively.

Respondents reflected different views regarding this question. Two of the respondents replied that the course could be given by English teachers since they are more familiar with English language skills, language pedagogy, assessment, giving feedback and error correction. Three of the respondents reported that these courses could be given by content area teachers because the course is directly related to their field of training courses. They added that English teachers were not familiar with content area courses, technical skills, and technical terms. So, they explained that by giving additional training to content area teachers the program will be implemented based on the desired objectives.

Interview three:

I think English teachers are better to teach English because English is their field of study. Can English teachers teach other fields? The same as other content area teachers...specialization should be given priority. We are not confident in teaching English. Besides content the English teachers teaching methodology to teach English is completely different from us - content area teachers way teaching.

7 DISCUSSION

According to Gardner (1985) attitudes are a component of motivation, which some actions to achieve some instrumental end such as earning a reward or avoiding a punishment. Whatever motivates students, it seems clear that a positive attitude is important. Allport (1935) defines, attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual response to all objects and situations with which it is related.

In Table 1, students were asked their attitudes towards the usefulness of the course. The mean score indicated that they had a positive attitude. More recent approaches to language view the language not only as aim, but also as a tool in order to access information and to acquire content. From communicative perspectives on language learning, if students see the need for interacting with their classmates to learn new information and to give their opinions about class topics, the learning of a language becomes interesting and effective. When language is used with a meaningful purpose, the learning process is more significant for the student.

In addition to its language dimension, this approach puts its emphasis on content, topics and themes that develops the different curricular areas and tries to take into account the interest and needs of learners .The language and

content based dimension are integrated so that the students develop their linguistic competence and general education at the same time. This approach is consequent with cognitive theories and constructivism it aims to provide meaningful learning by connecting the new information with students' previous learning experiences. Besides questionnaire, teachers' interview result based on usefulness of the course showed the same.

The result found based on students' attitude towards content of the course revealed that they had positive attitude. However, students' perception towards teachers' actual practice questionnaire table five indicated that the contents and language are not presented integrative.

As indicated in the literature review, in content-based language instruction, learners are encouraged to think and learn content through the use of the target language by integrating the four language skills. They practice authentic reading, listen to the teachers' comments and speak about the content. Finally, they write certain tasks to consolidate what they have previously listened to, read and spoken. The result revealed that students' had positive attitude to activities presented integrative.

As Brown (2000) points out, attitudes are cognitive and affective; that is, they are related to thoughts as well as to feelings and emotions. Attitudes govern how one approaches learning, which in the case of language requires exposure to a different culture and also to the difficult task of mastering a second language. Attitudes begin developing early and are influenced by many things, including parents, peers, and interactions with people who have social and cultural differences. Therefore, attitudes "forms a part of one's perception of self, of others, and of the culture in which one is living" (Brown 2000, 180).

In the literature review, in evaluating student work, teachers should develop checklists and rubrics for assessment, sometimes in collaboration with students. When assessment of language and content is integrated into instruction on an ongoing basis through task based activities, the spoken and written discourses produced by students is often aligned to the essential questions of a content area. As a result, instruction is shaped by meaningful questions for student generated inquiry, study, discussion and presentation. Based on the results gained from students' questionnaire, they had negative attitude towards course assessment and the observation result showed that they didn't use activities related to language.

In content- based classrooms, students are exposed to considerable amount of language while learning content. This incidental language should be comprehensible, linked to their immediate prior learning and relevant to their needs. In so doing teachers should extract language dependent activities from their field of training courses. However, the data here show the reverse to be true. The observation and questionnaire result showed that teachers did not extract language dependent activities from content.

Teachers' classroom language should be clear for the students to avoid misunderstandings. The observation result showed that content-based language teachers did not properly use language to give commands, instructions and feedback. This finding was related to what Echavarría et al. 2000 defined as "Appropriate speech: use speech that is appropriate to students' proficiency level, slow down and enunciate where applicable". The result showed that teachers' language was not appropriate according to the level. Besides observation, students' questionnaire in Table five revealed that teachers did not integrate language skills frequently. From interview result, almost all teachers reported that they lacked English language skills. So, it likely infers that content based language teachers lacked the required language knowledge and skill.

The main objective is fostering student competence in a foreign language while advancing in the knowledge of a subject matter. The findings of the present study however, showed that teachers failed to apply the different strategies which lead to the accomplishment of the aforementioned goal. Teachers attribute the causes to implementation problems. In this regard, Brown (1994) said "it should be unrealistic to expect a teacher to set objectives which he himself is not capable of reaching" (p.117). In the same way, Pahuja (1995) expressed that "a teacher who himself has a difficulty in speaking the language he teaches is not going to succeed in giving his students a command of spoken English" (p.21). Most scholars agree that the teachers' skill and personality are instrumental in creating the necessary condition for learning.

The findings in this part indicated is totally different from what scholars stated and thus content area teachers' failure to implement strategies required by content-based language instruction. This is the result of the lack of English language knowledge and skill.

The other point which the finding showed was that all teachers did not get the required training on content-based language teaching. As the interview indicated, all respondents did not have the chance to participate in seminars or workshops regarding content-based language teaching. The findings of the present study suggested that all content based language teachers have never been trained to teach language and content integrative and were not well aware of current language teaching approach. In contrast to this regarding teachers' training, Wilkins (1974) stated that teachers cannot be expected to put new courses into practice effectively unless they are thoroughly familiar with both the principles and the details of the course. According to Wilkins (1974), what students learn cannot go beyond what their teachers are able to present to them. In giving more emphasis on the importance of the required training, Wilkins (1974) also suggested that the success of an individual teacher is by no means entirely a matter of his/her degree of professional training. This means that language teachers should be well trained and

develop positive attitude about the profession before they are assigned to teach it.

The findings in this study showed that most of the content-based language teachers lacked the adequate language skills. It is suggested that teachers' linguistic knowledge was too low that they were mostly unable to cope with the complexities of classroom situation. The teachers' skills and competence are very essential in the teaching and application of content based language. Linguists such as Brown, 1994; Wilkins, 1974 agree that it would be unrealistic to expect teachers who are well qualified and who have adequate teaching skills to properly implement CBLT and bring the desired behavioral change in the students' learning. Besides this the integration of content and language may pose unique challenges to instructors whose experience and training may be either as a content specialist or a language specialist.

In the literature noted that teachers in content-based programs may be content specialists who use the target language for instruction, or language specialists who are using content for language instruction. To be effective in their roles, they will need the knowledge, skills and concepts required for content delivery in a second/foreign language. All teachers in content-based programs have similar professional needs, but the degree to which they will need certain knowledge or skills may vary by their assignment. To be successful, it will be helpful for teachers to be well prepared in language skill, language pedagogy, content area knowledge and assessment. The result showed that teachers lacked language skill, language pedagogy, material preparation and lack of using authentic tasks.

The finding generally revealed that content-based language instruction was not implemented in that college. The investigations from the three sources reflected that content-based language teachers were not in a position to apply it due to lack of language skills and training.

8 SUMMARY

The study investigated students and teachers' attitude towards the practice of content based instruction in one polytechnic College. The main objective of the study "To investigate whether or not teachers and students like the course "was split into sub objectives which dealt with the different issues regarding the application of the instruction mentioned .

- Students were interested to learn content-based language instruction and believed that the course would be helpful to them for future career.
- Students also showed positive attitude towards language dependent activities, tasks, exercises and assessment.
- Students were not satisfied by teachers' competence language knowledge and skills.

- Teachers usually took much of the classroom time in teaching content not using language elements properly. As a result, learners were not given the opportunity to practice language dependent activities as expected.
- Teachers were not interested to teach to language and content integrative because they were not familiar with concepts, principles and implementation of content based language instruction.
- Teachers are not aware of language dependent assessment. For example, students should be tested on content, listen closely to lectures, participate in discussions, do topic-related readings and acquire a great deal of language in the process but it lacks.

9 CONCLUSION

The finding of this research gave evidence to conclude that students and teachers did have positive attitude towards the usefulness of the course, content of instruction, assessment of the course but students had negative attitude towards teachers' language skill and knowledge.

This research also gave evidence to conclude that the actual practice of content based instruction was below what was expected from teachers. Since content based instruction is implemented in TVET, teachers are expected to do frequently extract language activities from their field of training content, choose topics at appropriate level, encourage students' interest and motivation, design activities that integrate language activities that integrate language skills, use authentic tasks, give opportunity to use English at work place, motivate group work and cooperative work and teach language and content simultaneously. However, teachers failed to do so.

Based on the major findings of the study, the following recommendations are forwarded:

- Content area teachers should do their best to update themselves with the current approach of teaching content and language integrative and try to implement it based on its principles rather than externalizing the problems.
- Since teachers are trained to teach content area of their field of training, education officials should design trainings to update teachers by seminars and workshops about content based language instruction.
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