USING CONTENT-BASED INSTRUCTION TO DEVELOP LANGUAGE LEARNERS' VOCABULARY

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Annotation: The article is dedicated to investigating the ways of developing vocabulary through Content-based Instruction and methods as well as to have a broad scientific work on this. The general information about Content-based Instruction is illustrated to broadly explain the topic and learning ways of developing vocabulary. It has been used to develop students` communicative skills and ways of developing and comparing differences and similarities of some ways of teaching, learning, and developing vocabulary.

Keywords: Communicative skills, content-based instruction, language, syllabus, linguistic, approach.

Learning a new language is a great way to make yourself stand out from the competition. It is not unclear that learning any kind of a foreign language is a open door to a new world and opportunities. According to the importance of learning a new language and because of its chances which it can give, there have been done a lot of researches by researchers over the years to improve and develop the ways of learning foreign languages. As Griffiths said that ,, Over the years, different methods and approaches to teach and learn the language have appeared and gone in and out of fashion'' . According to Richards, among those approaches, the popular one is the Communicative Language Teaching Approach, mostly known as CLT, which still has applications in recent teaching learning environment. According to the other researchers CLT was described as "Community Language Learning, which seeks to encourage teachers to see their students as whole persons with their feelings, intellect, interpersonal relationship, protective relations and desire to learn" . Rodgers states that CLT make use of a variety of approaches such as The Natural Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching. Among those communicative-based methodological alternatives, Content-Based Teaching, or commonly known as Content Based Instruction (CBI), is one of the alternatives which has become popular since 1990s .

Several definitions of CBI have been provided by different researchers and authors. CBI proposes an approach in which students acquire the target language through content. Richards and Rodgers say that "Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or another type of syllabus". Content usually refers to the subject matter that people learn or transmit using language. Content-based instruction is "the teaching of language through exposure to content that is interesting and relevant to learners" .Adding to those ideas above ,there are many ideas and phrases about opportunities of this new kind of approach, Duenas suggests that in content-based approaches the interaction of the subject matter and language give ways to better learning environment. In line with this statement, in the content based language teaching, the main focus of teaching is more on content topics than grammar rules, vocabulary teaching, or contextual situations.

Furthermore, the publication of Bernard Mohan's work in the mid-1980s was the first appearance of what is known today as CBI. Mohan's Language and Content explored the

different ways in which the subject matter and the learning of a language can be achieved . Other authors who made an important contribution in order to launch this approach were Cantoni - Harvey and Crandall . It is quite obvious that the idea of basing language teaching on content is not a new one and its roots can be traced back as early as St. Augustine. These are significant ideas on the background of CBI. Therefore, a variety of definitions for content based instruction have been provided in the literature. Again if we back to the researches , according to Brinton, Snow and Wesche stated "content based instruction is the integration of the content with language-teaching aims … the concurrent teaching of subject matter and second language skills".

On the other hand, according to Stryker and Leaver , CBI is a milestone that diverts the direction of teaching, from language to subject. In another study, Short stated that teachers facilitate the content topics instead of using vocabulary and semantic rules. Although Genesee suggested it "needs not be academic", what is defined as meaningful "content" is the things that are covered in the curriculum . Research held about depth of processing showed that the more the message is meaningful, the more it promotes learning. Grabe and Stoller state that "depth-of-processing research provides support for the integration of language and content instruction." Despite the commonality of the definitions proposed by different researchers, the issue of content is open to debate.

 To form CBI, Swales puts an important role for the teacher and proposes that language teachers, content teachers, and administrators should work together and make necessary changes towards the desired goal. In this respect, language teachers in the content-based instruction program will have some problems such as learner factor and methodology. Moreover, Abbott states that the language teacher will have to face three issues including material writing, student motivation, and responsibility for content. The students may have prejudgment about the material because they know the content very well as part of their academic subject or they can see the teacher having insufficient and inadequate knowledge.

In Tomsk Polytechnic University, which is one of the oldest technical universities of Russia, a study was conducted by Brent to create an English teaching model that would prove to be successful in teaching English for nuclear security students while raising awareness and changing attitudes of university students towards tolerance and cooperation on issues of global importance. Therefore, the model was based on content-based instruction (CBI) which can bridge language proficiency and content mastery. While implementing the model, some challenges to CBI occurred. One of these challenges was the insufficient content proficiency of EFL teachers. The teachers could not communicate specific concepts of the related field. Thus, students lost their trust in acquiring language through content. Teachers may be knowledgeable enough in the target language, however they may lack of subject matter quite normally. This condition, according to Khuwaileh , may cause lack of self-confidence as a teacher. Gaffield-Vile pointed out the cooperation between the language teacher and the subject-matter instructor. However, this kind of collaboration is a hard work because it would be expensive in the sense of time and money and increase practical difficulties by reason of inherent dissimilarities between the language and subject disciplines.

There are such kind of things which we cannot separate them from each other. Therefore , vocabulary is part of learning of any kind of a foreign language. We can say that as grammar rules are important to learn reading , speaking , listening and writing , vocabulary is also one of the main points of learning. Because of such kind of essential causes , we have to give attention

to vocabulary learning and we tried to develop my b2 level students vocabulary through Content-based Instruction.

As we said, above the teaching of vocabulary is important because without vocabulary nothing can be conveyed. Everybody knows that, people need to use words to express themselves in the English language, most learners acknowledge the importance of vocabulary acquisition. This is why most of the words need to be taught so that there cannot be many problems as in communication due to a lack of vocabulary. Some other students might be confronted with the problem of forgetting the words immediately after the teacher has elicited the meaning of the words or after looking at them in the dictionary and this also is caused by luck of vocabulary. After these words above we can say, the more words students learn, the easier the memorize them.

The teacher has an essential role in helping students to improve their vocabulary. Unfortunately, vocabulary teaching has not been enough responsive to such problems. If we look back at the past, we discover that for a long time, English used teaching approaches such as the Direct Method and Audiolingualism which emphasized the importance of teaching grammatical structures. Since the accent was on grammar, few words were introduced in such courses and most often, they were limited and related to the grammar structures taught. But coming to the beginning of the 1970s changes were in the teaching of English. The focus changed from the Direct Method and Audiolingualism to the communicative Approach which emphasized the importance of teaching vocabulary. This system saw that students were exposed to diverse vocabulary and speaking activities. Many begun being introduced during such courses and students were encouraged to express themselves as much as possible.

Today there is so much freedom in choosing the methods to be used during English classes. The English syllabus is organized around both vocabulary and grammar structures. Teachers, therefore, usually have the necessary time to insist on teaching and practicing vocabulary. Vocabulary is no longer treated as an add-on and this means teachers becoming more aware of the importance of vocabulary and attention is paid to especially with the teaching of grammar of words. Nevertheless, not all students move at the same speed and can still have some difficulties in expressing themselves fluently such can consider speaking English has difficult and exhausting.

So, researchers are always to find effective and easy ways of teaching for teachers and learning for students. However. having a rich vocabulary, students need not only to learn as many words as possible, but they also need to remember them because learning is remembering. With regard to these several techniques have been designed to help learners efficiently memorize words and teachers make the process of learning easier for their students, one of the techniques that a teacher can use when teaching vocabulary is repetition. It is an important technique in learning/teaching vocabulary. For the words to be kept as long as possible in the memory, however, repetition alone will not be effective hence it needs to be accompanied by the understanding of the meaning of those particular words and by correlation with other similar already learned words. The next technique is using newly learned words. In this case, the teacher's role is also valuable. In the classroom teachers should insist on practicing the vocabulary by encouraging students to speak as much as possible and by designing vocabulary-centered activities and games according to the level of students. Practicing vocabulary is strongly connected to applying vocabulary to real-life events. The students will acquire vocabulary easily if they practice it by associating words with events from their daily life because being

environmental is one of the most important sides of Content-based Instruction. For instance, creating a real-life event like "going to Italy" and then letting the students perform a situation in which all the words can be included. This can be done in the classroom as well as at home and will certainly entertain students and have positive results.

The last technique to be taken into consideration when both learning and teaching vocabulary is imagination. The students will easily learn new words if they are taught to associate them with their pictures. If for example, the topic is about a travel agency and the students have learned of imagining and the picture of the building shown to them where we go to as for information about traveling, they are likely to keep that word in their mind for a longer time. Thus, the students need to visualize the words they must learn. This will help the learning process and will keep the word in the long-term memory. The next theories that were experimented with and also found useful and used for my students were given by Lisa Van Gemert , an English teacher in Oxford University. The first one is:

Students need to be exposed to the vocabulary over and over if they are to understand and use the words effortlessly. When stories or texts are repeated, students gain more word knowledge. Research shows that students who hear stories more than once have a 12% gain over their peers who only heard the story one time when tested on the vocabulary in context.

The second one is : It works better to share vocabulary in context, rather than just learning definitions. It's also important to emphasize and practice pronunciation of new/unfamiliar words. Don't assume that regular decoding skills will work with academic vocabulary. Practice saying the words.

The third one is : To decide whether or not a word from a story or lesson should be directly taught, consider: is it unfamiliar but able to be understood? Is it necessary for comprehension? Does it appear in other contexts? Is it likely to show up again? So that dividing words into groups is also good way of teaching and learning vocabulary . This model was developed by Isabelle Beck in Bringing Words to Life. Therefore , There are four components of teaching vocabulary.

Teach individual words: Teach new words explicitly, meaning on purpose. Make sure students understand the definition. Make sure the definitions are in student-friendly vocabulary. It doesn't help you to understand a word if you don't know the words in the definition, either. Show the word in a variety of contexts. Have students generate their own definitions. Have them engage with the words interactively, playing with them. Vary the methods so you're not teaching the same way for every word.

Provide rich and varied language experiences: We need reading, listening, speaking, and writing experiences across multiple genres. Yes, there is math poetry. Read out loud to students. Encourage book clubs and reading challenges. The idea: create an environment saturated with words.

Teach word-learning strategies: Teach students how to infer word meaning from context clues. Teach students how to infer meaning from morpheme clues. Teach students how and when to use a dictionary and a thesaurus. We can't assume that students know the strategies they need to make sense of words.

Foster word consciousness: Point out useful, beautiful, powerful, or painful lessons. Be playful with words. In this place we cannot omit the one thing which is important to develop vocabulary it is introduce of a new word.

Step one: The teacher explains a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery).

Step two: Students restate or explain the new word in their own words (verbally and/or in writing).

Step three: Ask students to create a non-linguistic representation of the word (a picture, or symbolic representation).

Step four: Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, write their own analogies and metaphors).

Step five: Students discuss the new word (pair-share, elbow partners).

Step six: Students periodically play games to review new vocabulary (Pyramid, Jeopardy, Telephone).

Again one more thing which was useful for me it is 5 effective ways of teaching vocabulary. The first one is known as word mapping.

Create a Word Map

As every English teacher knows Word maps are graphic organizers based on the Frayer model and it helps students learn new words by associating them with its antonyms, and synonyms, writing their definition, or using the word in their sentence. Word map activities allow students to think about vocabulary in several ways, and further make connections with each word concerning other words they already know. This was very useful because the students learned not only a new word but also its' synonyms, antonyms, and connections with other words.

In conclusion, Vocabulary is the most important branch of teaching and learning a target language and is connected with four skills, without vocabulary we cannot achieve our purpose. Content-based Instruction is an approach which the purpose is to teach something through content and according to the needs and interests of students. Therefore, it is important, to learn vocabulary in a new style and develop it every time.

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