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Content-based instruction and enhancement of English language skills of VIII standard students

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Abstract---Language is the vehicle that transfers a person's thoughts to others. In a local community, the mother tongue plays a vital role in sharing their thoughts. However, there is a need for additional Language for communicating a person's thoughts to other communities. The additional Language may be the second, third, or fourth language, but they are helpful to understand people of different cultures and customs. As an alternative language, English is considered a second language in India due to language diversity and unity. In the present Indian scenario, the English Language is used more to communicate different states of people in Indian. Establishing the CBI method in classroom teaching enables the professional development of teachers and personal growth of social skills. Also, it allows the learners to be good at their subject as well as in language. According to the modern era, this CBI helps a lot in improving the skills of language and cognitive skills. Language and content integration can be incorporated into a variety of instructional programs.

Keywords---content-based instruction, English language, skills, standard students.

Introduction

Language is the vehicle that transfers a person's thoughts to others. In a local community, the mother tongue plays a vital role in sharing their thoughts. However, there is a need for additional Language for communicating a person's thoughts to other communities. The additional Language may be the second, third, or fourth language, but they are helpful to understand people of different

cultures and customs. As an alternative language, English is considered a second language in India due to language diversity and unity. In the present Indian scenario, the English Language is used more to communicate different states of people in Indian. Hence, the promotion of English learning has become a vital development theme now. Learning the English Language and its methodology are revisited for language development among school students. Generally, language learning has no boundaries. Language enhancement can be done through multiple sources. When it comes to systematic process, teaching methodology and the strategies we select are more important than anything else.

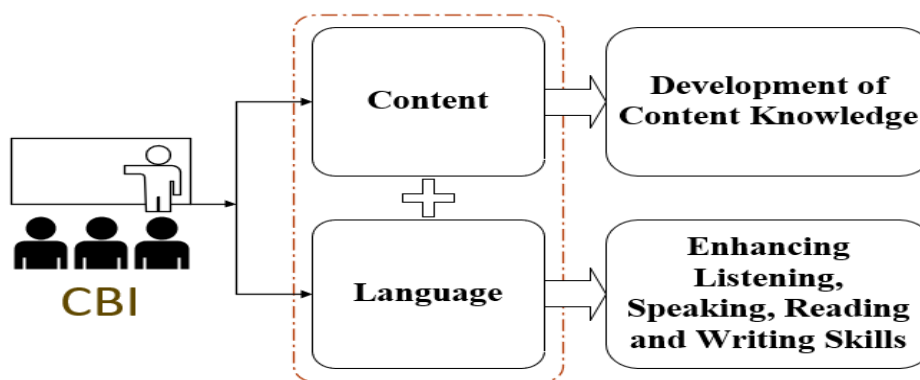
Concept of content based instruction

Content-Based Instruction (CBI) is a set of approaches for teaching actual content through language rather than traditional ways of expressly teaching language. Brinton(2003) and Met (1999) defined CBI as integrating language and content instruction, concentrating on the content rather than the language to teach academic subject matter. Still, at the same time, it develops second language skills. Hence, (Richards & Rodgers, 2014) recommended that teaching English to be organized around the content rather than a linguistic type of syllabus. Thus, with CBI, Learners learn content and language at the same time. Moreover, each supports the development of the other.

Integration of Content and Language

As an English Teacher, the researcher studied various methods to find a way to enhance language skills and opt for the **Content-Based Instruction** method for her research study. Further, the researcher explored the CBI towards beneficial of learning and teaching the English language. According to Briton et al. (1989), the history of CBI dates back to 389 A.D. A well-defined illustration of content-based language teaching is Immersion Education, which started in 1965. After the II world war, in the late 50s and 60s, the developments in the world economy changed, and results in science and technology were created. It has a considerable demand for language for technical and commercial purposes (Jordan, 1997; Hutchinson and Waters, 1987; Evans and John,1998).

Content-based instruction proved to be an engaging learning method, especially in language classrooms. Apart from that, CBI is used for other subject areas to develop content knowledge among the learners. In the CBI method, the topic is arranged based on the interest and choice of the student. Hence it is a student-centered approach. Each student gets the opportunity equally in their learning task. The learner develops their language proficiency by discussing, listening, speaking, and writing. It nurtures language skills simultaneously. The content with the language which they learn helps them to relate the similar concepts and content. It enriches the learners' learning and understanding capacity and develops language skills such as writing, reading, speaking, and listening.



Need and significant of the study

In India, 22 major languages have been recognized, and they have a history and literature dating back 1000 years. This diversity is a many-faceted phenomenon. It manifests itself in language history and linguistic geography. Any search for unity amid this diversity must consider the cultural miscegenation of the past thousand years. The fusion of race of people and families of languages unites the country into one cultural entity. After reviewing the literature and research reviews, the researcher, as an English teacher, attempted to identify new pedagogical practices to integrate the content and language skills. As a result, the researcher develops a new teaching model devised from the existing Content-Based Instruction. The significance of this Content-Based instruction will be taken by the policymakers and recommended on English teaching. Further, this study can give a new trend for language teachers to handle the students in subject classes. They easily focus on their subject and the language.

Title of the study

Enhancement of English language skills among VIII standard students through Content-based Instruction.

Objectives of the Study

- To determine the existing English language skills among VIII Standard Students in the control and experimental group before treatment.
- To find out the existing language skills among VIII standard Students in control and experimental group before and after implementing the method of Content-Based Instruction
- To find out the difference in language skills among VIII standard Students in control and experimental group before and after implementing the method of Content-Based Instruction
- To find out the effect of the program implemented on developing language skills among VIII standard Students in the experimental group at the exit level

Assumptions

- The CBI strategy in teaching will help the learners to develop language skills among themselves.
- Content-Based instruction in teaching will help the learners to nurture the content knowledge and understanding through second language English.
- Including the language activities and content assignments together help the learner develop higher-order thinking skills.

Hypotheses of the Study

The following are the hypotheses of the study.

- There is no significant difference between experimental and control groups' mean scores in English skills before treatment.
- There is no significant difference between experimental and control groups' mean scores in English skills post-test.
- There is no significant difference between experimental group's English skills scores in pre and post-test.
- There is no significant difference between control group's English skills scores in pre and post-test
- To find out the effect of the program implemented on developing English skills among class VIII Students in the experimental group at the exit level

Hypothesis 1: There is no significant difference between experimental and control groups' mean scores in English skills before treatment.

Table 1
Multivariate Test – pre-test scores of experimental and control group in English skills

Effect		Value	F	df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.987	2160.759	2.000	56.00	.000	.987
	Wilks' Lambda	.013	2160.759	2.000	56.00	.000	.987
	Hotelling's Trace	77.170	2160.759	2.000	56.00	.000	.987
	Roy's Largest Root	77.170	2160.759	2.000	56.00	.000	.987
Type of School	Pillai's Trace	.027	.384	4.000	114.00	.820	.013
	Wilks' Lambda	.974	.378	4.000	112.00	.824	.013
	Hotelling's Trace	.027	.372	4.000	110.00	.828	.013
	Roy's Largest Root	.022	.631	2.000	57.000	.536	.022

One-way MANOVA was used to determine whether there is a difference between experimental and control groups' pre-test English language skills scores among the GOVT, AIDED, PRIVATE school students. There is no significant difference between Pre-test English skill scores of Control and experimental group based on school, $F(4, 112) = 0.378$, $p = 0.824$; Wilk's lambda = 0.974, partial eta squared = 0.013.

Tests of Between-Subjects Effects							
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Experimental_Pretest	16.933	2	8.467	.630	.536	.022
	Control_Pretest	6.533 ^b	2	3.267	.164	.849	.006
Intercept	Experimental_Pretest	40977.067	1	40977.067	3049.207	.000	.982
	Control_Pretest	41291.267	1	41291.267	2075.121	.000	.973
Type of School	Experimental_Pretest	16.933	2	8.467	.630	.536	.022
	Control_Pretest	6.533	2	3.267	.164	.849	.006
Error	Experimental_Pretest	766.000	57	13.439			
	Control_Pretest	1134.200	57	19.898			
Total	Experimental_Pretest	41760.000	60				
	Control_Pretest	42432.000	60				
Corrected Total	Experimental_Pretest	782.933	59				
	Control_Pretest	1140.733	59				

Furthermore, there is no significant effect of Type of school on existing English test score of Experimental group, $F(2, 57) = 0.630$, $p = 0.536$, partial eta squared = 0.022. and Control group, $F(2, 57) = 0.164$, $p = 0.849$, partial eta squared = 0.06. Hence, the null hypothesis is accepted and concludes that there is no significant difference between the experimental and control groups on the English test score of the GOVT, AIDED, PRIVATE school students of class VIII before treatment.

Hypothesis 2: There is no significant difference between experimental and control groups' mean scores in English skills post-test.

Post-test	School	N	Mean	Std. Deviation	Min	Maxi
Experimental Group	Government	20	62.40	1.729	59	65
	Aided	20	62.70	2.536	58	68
	Private	20	63.60	2.945	58	68
	Total	60	62.90	2.468	58	68
Control Group	Government	20	29.50	4.395	22	36
	Aided	20	28.90	3.401	22	34
	Private	20	30.00	4.449	20	40
	Total	60	29.47	4.065	20	40

It is indicated that the Enhanced English language skills mean score of the control group of government schools is 29.50, whereas the experimental group flourished and the mean score 62.40. Aided school of the control group in

enhanced mean is 28.90 and in experimental group 62.70. The mean of the private school control group is 30.0 as its average and the experimental group 63.60 as its mean score.

Hypothesis 3: There is no significant difference between experimental group's English skills scores in pre and post-test.

Multivariate Tests							
Effect		Value	F	df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.999	27433.225	2.000	56.000	.000	.999
	Wilks' Lambda	.001	27433.225	2.000	56.000	.000	.999
	Hotelling's Trace	979.758	27433.225	2.000	56.000	.000	.999
	Roy's Largest Root	979.758	27433.225	2.000	56.000	.000	.999
Type of School	Pillai's Trace	.065	.956	4.000	114.000	.434	.032
	Wilks' Lambda	.936	.942	4.000	112.000	.442	.033
	Hotelling's Trace	.068	.929	4.000	110.000	.450	.033
	Roy's Largest Root	.049	1.383	2.000	57.000	.259	.046

One-way MANOVA was used to determine whether there is a difference between pre and post-test English language skills scores of experimental groups among the GOVT, AIDED, PRIVATE school students.

There is no significant difference between Pre and post-test English skill scores of experimental group based on school, $F(4, 112) = 0.942$, $p = 0.442$; Wilk's lambda = 0.936, partial eta squared = 0.033.

Hypothesis 4: There is no significant difference in post-test scores among the control group's GOVT, AIDED, PRIVATE school students.

Table 2
Descriptive data control group students' English Language Skills after treatment

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Government	20	29.50	4.395	.983	27.44	31.56
Aided	20	28.90	3.401	.761	27.31	30.49
Private	20	30.00	4.449	.995	27.92	32.08
Total	60	29.47	4.065	.525	28.42	30.52

Table 28
ANOVA - Post-test scores of the GOVT, AIDED, PRIVATE school students of Control group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.133	2	6.067	.359	.700
Within Groups	962.800	57	16.891		
Total	974.933	59			

A one-way ANOVA revealed that the means scores of the three control group schools (GOVT, AIDED, and PRIVATE) were equal, $F(2,57) = 0.359$, $p = 0.700$. the p-value is more than 0.05. Hence, the null hypothesis is accepted and concluded that there is no significant difference in post-test scores among the GOVT, AIDED, PRIVATE school students of the control group

Obj-2: To find out enhanced English language skills among VIII Standard Students in the control and experimental group after treatment.

Table 3
Descriptive analysis - Students' English language skills after treatment

Post-test	School	N	Mean	Std. Deviation	Min	Maxi
Experimental Group	Government	20	62.40	1.729	59	65
	Aided	20	62.70	2.536	58	68
	Private	20	63.60	2.945	58	68
	Total	60	62.90	2.468	58	68
Control Group	Government	20	29.50	4.395	22	36
	Aided	20	28.90	3.401	22	34
	Private	20	30.00	4.449	20	40
	Total	60	29.47	4.065	20	40

It is indicated that the Enhanced English language skills mean score of the control group of government schools is 29.50, whereas the experimental group flourished and the mean score 62.40. Aided school of the control group in enhanced mean is 28.90 and in experimental group 62.70. The mean of the private school control group is 30.0 as its average and the experimental group 63.60 as its mean score.

Hyp.1: There is no significant difference in pre-test scores of English language skills among the experimental group's GOVT, AIDED, PRIVATE school students.

Table 4
Descriptive data -Experimental group students'English Language Skills before treatment

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Government	20	26.80	3.139	.702	25.33	28.27
Aided	20	25.50	2.819	.630	24.18	26.82
Private	20	26.10	4.745	1.061	23.88	28.32
Total	60	26.13	3.643	.470	25.19	27.07

Table 5
ANOVA – Pre-test scores of GOVT, AIDED, PRIVATE school students in experimental group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.933	2	8.467	.630	.536
Within Groups	766.000	57	13.439		
Total	782.933	59			

A one-way ANOVA was performed to compare the effect of three different school students on their English skill scores. A one-way ANOVA revealed that the means of the three experimental group schools (GOVT, AIDED and PRIVATE) were equal, $F(2,57) = 0.630$, $p = 0.536$. the p value is more than 0.05. Hence, null hypothesis is accepted and concluded that there is no significant difference in pre-test scores among the GOVT, AIDED, PRIVATE school students of the experimental group

Hyp.2: There is no significant difference in pre-test scores of English language skills among the control group's GOVT, AIDED, PRIVATE school students.

Table 6
Descriptive data -Control group students' English Language Skills before treatment

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Government	20	26.60	5.862	1.311	23.86	29.34
Aided	20	26.30	3.389	.758	24.71	27.89
Private	20	25.80	3.722	.832	24.06	27.54
Total	60	26.23	4.397	.568	25.10	27.37

Table 7
ANOVA – Pre-test scores of GOVT, AIDED, PRIVATE school students in Control group

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.533	2	3.267	.164	.849
Within Groups	1134.200	57	19.898		
Total	1140.733	59			

A one-way ANOVA was performed to compare the effect of three different school students on their English skill scores. A one-way ANOVA revealed that the means of the three control group schools (GOVT, AIDED and PRIVATE) were equal, $F(2,57) = 0.164$, $p = 0.849$. the p-value is more than 0.05. Hence, the null hypothesis is accepted and concluded that there is no significant difference in pre-test scores among the GOVT, AIDED, PRIVATE school students of the control group

To find out the effect of the program implemented on developing English skills among class VIII Students in the experimental group at the exit level

The gain ratio value varies from -1 to +1. The negative value indicates there is no gain, and the positive value indicates there is gain. Here, the mean of the gain ratio score of individuals from the experimental group is calculated to find the effectiveness of the intervention program.

Table 8
Gain Ratio of the Variables

Variables	Gain Ratio	Gain Ratio in Percentage
Experimental group Students' English Skill through CBI(over all)	0.6322	63.22%
a) Government School students' English skills	0.6223	62.23%
b) Aided School students' English skills	0.6332	63.32%
c) Private School students' English skills	0.6408	64.08%

From this result, it is inferred that the intervention programme CBI has made a positive impact on Experimental group students' on their English skills (63.22%) in overall. The Experimental groups' government school gained 62.23%, Aided school students gained 63.32%, and Private school students gained 64.08%.

Findings of the study

The prime focal point of the study is to enhance the English language skills among the VIII grade students on the application of content-based instruction. The research design of the study was carried out correctly. The Impact of CBI was more in the enhancement of English language skills. The results indicate that the experimental group developed their language skills, and the cause of the enhancement may be the method of Content-Based Instruction. The investigator

employed inferential analysis to find out the development of individual language skills such as LSRW. Hypotheses were tested, and the tenability was found. This study focused on VIII standard students and engaged them with various activities, language songs, public speaking, self-introduction, and group discussion theme-oriented learning. All languages will be taught more effectively using innovative and experiential methods. It includes gamification and apps and weaving in cultural aspects of the languages such as films, theatre, storytelling, poetry, and music, and drawing connections with relevant subjects and real-life experiences. As a result, language education will also be focused on experiential learning methodology.

Conclusion

Establishing the CBI method in classroom teaching enables the professional development of teachers and personal growth of social skills. Also, it allows the learners to be good at their subject as well as in language. According to the modern era, this CBI helps a lot in improving the skills of language and cognitive skills. Language and content integration can be incorporated into a variety of instructional programs.

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