

JIMMA UNIVERSITY



COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

EFL Teachers 'Practices, Attitudes, and the Challenges they face in Using Content-Based
Instruction: The Case of Grade 11 Students at Winy-Diew School, Gambella

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A Research Thesis Submitted to the Department of English Language and Literature for the
Partial Fulfillment of the Requirement of Master of Art Degree in Teaching English as a Foreign
Language (TEFL)

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Declaration

Am hereby, to declare that this thesis under designed is, my original works and it has not been presented from any University in Ethiopia, regarding the EFL teachers practices, attitudes, and the challenges they faced in using Content-Based Instruction at Winy-Diew school, Makuey Woreda, Gambella Regional State.

Name of Researcher_____

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Date of Submission_____/_____/_____

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Abstract

The purpose of this research study was to investigate EFL teachers' practices, attitudes, and the challenges they face in using content-based instruction. There were 51 participants in the study, chosen through simple random sampling technique and four EFL teachers were chosen purposefully. A mixed methods of research approaches was used because it allows thick description of complex issues to answer the research question that was under the investigation. The sample population of this study were Grade 11th students and the EFL teachers who are teaching EFL at Winy-Diew school. The instruments used for collecting the required data were questionnaire, semi-structured interview, and classroom observation checklist. The methods used for the data analysis and interpretation were quantitative and quantitative research methods. The results of the study were reported by analyzing and interpreting the questions that were developed to answer the research questions and to achieve the research objective; these are questionnaire questions, semi-structured interview questions, and the classroom observation checklist with pre-developed questions.

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List of Abbreviations

CBI_____ Content-Based Instruction

TEFL_____ Teaching English as Foreign Language

TESL_____ Teaching of English as Second Language

EAP_____ English for Academic Purpose

ESP_____ English for Specific Purpose

CLT_____ Communicative Language Teaching

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The history of language teaching and learning developments has gone through different methods and approaches which have emerged. Richard and Rodgers, (2001) state that Communicative Language Teaching aims at developing both the communicative competence in learners and considering all language skills as equally important, has the Content-based Instruction or Content-based language teaching which spin-off the approaches. Therefore, the content-based instruction has enjoyed much popularity and applicability, since the early 1990s (Stoller, 2002).

Learners are the center in the communicative approach classroom learning. Meaning is of more importance than accuracy. Learners can notice the language successfully through using the language purposefully, understandingly, and creating meaningful communication (Disayapong, 2015). Approaches for teaching English gradually changed through the past to present. Therefore, this approach of language teaching needs to be adapted to meet the world's needs. The primary use of language at this very moment is for communication.

Content-Based Instruction appeared first in 1960s in North America because of French immersion programs in Canada as being the earliest precursor of other types of Content-Based Instruction (Lambert & Tucker, 1972). At the post-secondary level, centers of activity included the University of California, Los Angeles, and the Monterey Institute of International Studies in California along with the University of British Columbia and the University of Ottawa in Canada. The first published volume on CBI appeared in 1986, by Bernard Mohan's named volume *Language and Content*. In the introduction to the volume, Mohan put the following paradox forwards when noted, in subject learning we overlook the role of language as a medium of instruction. In language learning we overlook the fact that content is being communicated'. Therefore, seeks to eliminate this compartmentalization by giving emphasis on the need integrate the teaching of language and the content.

Although it has been recently recognized by influential authors such as Rodgers (2001) as one of the Communicative Language Teaching spin-off approaches, some authors view the paradigm within wider perspective: according to Stryker and Leaver (1997, 3-5), CBI "is a truly and holistic approach to foreign language education which can be a philosophical orientation, a

methodological system, a syllabus design for a single course, or a framework for an entire program of instruction”.

Content-Based Instruction has been defined by Krahneke, (as cited in Richards & Rodgers, 2001), as the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught. This is well-thought-out by many researchers as an effective and realistic method in terms of teaching, because it combines the teaching of language and the contents of the subject area.

Content-based instruction refers to the integration of language learning as well as content learning. The method of teaching is different from traditional foreign language teaching methods as ‘language proficiency is achieved by shifting the focus of instruction from the learning of language to the learning of language through the study of subject matter’ (Lever, Betty Lou and Stephen Striker 1989). Content-Based Instruction approach has the potential to enhance students’ motivation, to accelerate students’ acquisition of language proficiency, to broaden cross-cultural knowledge, and to make the language learning experience more interesting and successful.

Brinton, Snow, Wesche (1989) define CBI as, ‘the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material’. Stoller (2008) considers CBI as ‘an umbrella term’ for approaches that combine language and content learning aims even if there are differences in emphasis placed on language and content. EFL textbooks play an important role in the success of language programs if the consumers involved systematically evaluate and assess them on the basis of some established criteria.

Vein, Sheldon (1987) define textbook as a published book whose explicit aim to assist foreigner learner of English improving their linguistic knowledge and/or communicative ability. Currently, the English for Ethiopia grade 11 students’ book have inadequate activities which are not presented in the way the learner needs (Hailu Abraha, 2008). In addition, significant numbers of topics and contents are not in harmony with the learners’ interest and culture. The aim of textbook is to provide learners linguistic knowledge and/or communicative skills, the content of subject and the cultural knowledge of the language. This study thus was intended to investigate how EFL teachers practice CBI, their attitudes in making use of CBI in EFL classes, and what challenges they might face in using CBI in teaching the language, at grade 11 level.

1.2 Statement of the Problem

Content-Based Instruction is an effective method of language teaching because it combines the teaching of language skills and the subject matter. EFL Teachers tend to separate language and the content of the subject matter, thus which makes the learning of English difficult and May confuse students that they are not improving their language skills. Moreover, many teachers are not familiar with use of CBI (Nyongesa, 2013). While the importance of this method in the EFL classroom is to provide the content of the subject area and the language skills at the same time so that students could learn the linguistic features while they are interesting in the content. Therefore, applying this particular method in the EFL classroom could be more helpful for students to increase their motivation and interest in subject being learned (Disayapong, 2015). High school EFL teachers have lack of knowledge about the use of Content-Based Instruction, while the method was introduced into curriculum so as to provide both communicative competences and the knowledge of the contents of the subject matter.

In Ethiopia, there are no studies, which indicated the use of CBI in EFL classroom by Ethiopian EFL high school teachers. As this particular method is considered important, EFL teachers need to use this particular method in high school EFL classroom in order to increase their students' communicative skill of language and the knowledge of the content of the subject matter.

In Ethiopia, the teaching of English language is currently based heavily upon textbooks. Vein, Sheldon (1987) define textbook as a published book whose explicit aim is to assist foreigner learners of English in improving their linguistic knowledge and/or communicative ability. Most teachers and students perceive the textbook as a vital and inevitable tool for their instruction and teaching purposes. Well-known linguists and authors such as Sheldon (1988), Hutchinson and Torres (1994), Cunningsworth (1995), Cortazzi and Jin (1999) and others share the opinion that textbooks are necessary tools for language teaching and learning. They help students improve their language skills, learn about the subject content, and become familiar with the cultures and way of life of people from foreign countries. Textbooks lack authentic texts they depict preferences and biases of theirs authors. This lack of authenticity from textbook fail to meet learner's interest and needs to communicate in the target language.

Many research studies indicated the effectiveness of the uses of Content-Based Instruction in the language classroom. For example, the research findings about the Content-Based Instruction in

the North America classroom have revealed the positive learning outcomes of learners in both academic and the target language achievement (Cummins & Swain, 1986; Genesee, 1987; Swain, 1978; Swain, 1985; Swain & Johnson, 1997; Swain & Lapkin, 1982).

In general, high school EFL teachers and students are required to use Content-Based Instruction in their EFL classroom teaching and learning to teach both the contents knowledge and the language skills in order to be successful in their EFL classroom teaching and learning context. Therefore, this study attempted to investigate EFL teacher's practice, attitudes and some of the challenges they might face in Using Content-Based Instruction at Winy-Diew School, Gambella.

1.3 Objectives of the Study

1.3.1 General Objectives of the Study

The overall objective of this research study was to investigate the EFL teachers' Practice, Attitudes and the Challenges they might face in Using Content-based Instruction at Winy-Diew School, Gambella.

1.3.2 Specific Objectives of the Study

The specific objectives for this study were:

- To examine how EFL teachers practice content-based instruction in teaching language in EFL classroom.
- To investigate the attitudes of EFL teachers in using Content Based Instruction in EFL classroom.
- To investigate the challenges EFL teachers might face in attempt to use Content-Based Instruction in Winy-Diew school.

1.4 Research Questions

This research study aimed to answer the following main research questions:

- How is content-based instruction practiced by EFL teachers in the language class?
- What are the attitudes of EFL teachers toward using Content-Based Instruction?
- What are some of the challenges EFL teachers may face toward using Content-Based Instruction in EFL class?

1.5 Limitations and Delimitations of the Study (Scope)

It's obvious that under taking the study is not an easy task. However, the analysis, nature of self-report, instruments, and the selection of sample and sample size determination were the major limitations in this study. Getting information from the respondents, inadequate time, shortage of financial support, and the better study conditions are among the basic ones.

1.6 Delimitation of the Study

This study was conducted only at Winy-Diew school, Makuey Woreda. It covers Winy-Diew school, Makuey Woreda, Nuer Zone Educational Programs. The primary focus of this study was on investigating the EFL teachers' Practice, Attitudes and the Challenges they might face in Using Content-based Instruction at Winy-Diew School, Gambella. Therefore, researcher has conducted a study only at Winy-Diew school, due to lack of time and financial supports.

1.7 Significances of the Study

Through the accomplishment of this study, the overall research was assumed to have the following importance/significances.

It would help EFL teachers to incorporate the use of Content-Based Instruction in their EFL classroom teaching and learning process.

It would bring useful information about the attitudes of EFL teachers in using Content-Based Instruction in their EFL classroom.

It would motivate EFL teachers and students to practice Content-Based Instruction through the use of both the Content and the language skills related to their subject matter to success.

It would also be a good resource for EFL teachers who are interested to implements the use of Content-Based Instruction in their EFL classroom teaching and learning programs.

1.7 Operational Definitions

Content-Based Instruction: refers to a methods of teaching the language and the contents of the subject matter at the same time.

Teacher' Practice: refers to any activity that teacher practice inside the classroom and outside

Teacher' Attitude: refers to feelings, thoughts, and actions towards something.

CHAPTER TWO: LITERATURE REVIEW

2.1 The Concept of Content-Based Instruction

Several definitions of CBI with some degree of similarity have been provided by different researchers and authors. Content-based instruction as, one of the spin-off approaches and process-based methodologies to CLT, has achieved much popularity and applicability since the early 1990s (Richard and Rodgers, 2001; Stoller, 2002).

Brinton, Snow and Wesche (2003) define CBI as ‘the integration of particular content with language teaching aims’ or “the concurrent teaching of academic subject matter and second language skills”. Leaver and Stryker (1989) claim that CBI is an instructional approach in which language proficiency is achieved by shifting the focus of the course from the learning of language itself to the learning of subject matter. In addition to, Short (1993) holds that in CBI content topics, instead of grammar rules or vocabulary lists, are used by language teachers.

Content-Based Instruction tries to develop both the students’ language and their content knowledge through providing them with authentic, meaningful academic contexts. It also claims that the acquisition of language is most effective when the conditions of acquisition are analogous to those of first language acquisition (Krashen 1985; Savignon 1983; Snow 1993; Wesche 1993).

Content Based Instruction has been presented in two forms of language-driven approach and the content driven approach depending on the emphasis given to the language or content. In the former, the students’ language development is emphasized more than the content knowledge; while in the latter, much emphasis is placed on assisting students acquire content learning by providing different kinds of linguistic and cognitive help (Met, 1998, cited in Butlor, 2005).

Content-Based Instruction is a method to teach language and content at the same time. The language is used as a medium for conveying the content. Echevarria (2000) gives the comment on CBI that it gains a lot of attention because it can provide the possibility for including the objectives of learning the language and the subject matter.

The process of the language learning can benefit the language skills and the content area. Mohan (1986) explain that, CBI classroom is the place where the integration between language and

content take place. Genesee (1994) also claimed that CBI can integrate learners' language learning, cognitive, academic and social development.

Tim Murphy (1996) point out that, researchers have been interested in the topic because of its double function in language learning, "Meaningful language" and "Meaningful content". According to (Curtain, 1995, Met, 1991, as cited in Hardman, 2009 p. 22) second language acquisition increases with content-based language instruction, because students learn language best when there is an emphasis on relevant, meaningful content rather than on the language itself.

2.2 Characteristics of Content-Based Instruction

Content-based instruction aims to provide students with both language skills and content knowledge. The content input can be acquired through the target language. Rodgers (2001) stated that, the learners learn FL or SL more successfully when they use the language as a means of acquiring information, rather than as an end in it. CBI should better reflect learners' needs for learning FL or SL. Grabe and Stoller (1997) listed the characteristics of Content-Based Instruction as follows:

Students are exposed to an amount of language and the content area at the same time. The language should be comprehensible, linked to learners' prior learning and relevant to their needs. Both students and teachers are exposed to the interesting content. Students will be engaged in appropriate language activities.

Content-Based Instruction supports contextualization. Students are presented with useful language which is embedded in the contents. Isolated linguistic features are not taught individually. Therefore, CBI provides explicit language instruction through the content instruction.

The coherently developed content sources are used to let students call on their prior knowledge to learn additional language and content areas.

Complex information and demanding activities are involved in the lessons of content-based classroom to activate learners' motivation.

Content-Based Instruction promotes strategy instruction and practice well. Theme units will use and repeat important strategies through a variety of content and learning tasks.

Content-Based Instruction makes it possible to add flexibility and adaptability to the curriculum and activity.

Content-Based Instruction supports student-centered classroom activities. The activities of the language class in a content-based approach are specific to the content areas being taught. They need to motivate students to think and learn through the target language.

Content-Based Instruction naturally integrates teaching of four language skills. For instance, it provides authentic reading materials which require students to understand the information interpret and evaluate it in the same time. Students can have a chance to respond orally to reading and lecture materials.

2.3 Models of Content-Based Instruction (CBI)

Brinton et al (1989) presented that CBI has three common models in elementary, secondary, and university education. These three models are the sheltered model, the adjunct model, and the theme-based model. Additionally, Richards and Rodgers (2001) suggested two more models which are team-teaching and a skills-based approach. Both of them are applied in educational settings, as well.

2.3.1 Sheltered Model

A sheltered content-based course is taught in a second language by a content specialist to a group of learners who have been segregated or ‘sheltered’ from native speakers (Brinton, Snow and Wesche 1989, 15). The term ‘sheltered’ derives from the model’s deliberate separation of second language students from native speakers of the target language for the purpose of content instruction.

In sheltered subject-matter instruction, the class is commonly taught by a content instructor, not a language teacher; this content instructor, however, has to be sensitized to the students’ language needs and abilities, and has to be familiarized with the traits of the language acquisition process. Nevertheless, some authors mention the possibility that the instructor may be language teacher with subject matter knowledge, or an instructor working collaboratively with a language specialist and a content specialist (Gaffield-Vile 1996). In order to meet the desired effect, there has to be an accommodation of the instruction to the students’ level of proficiency in the language; content, however, is not watered down, and includes the same components as a regular

subject course. Although the main characteristic of the model is facilitating the development of language abilities for students to meet the course aims, it has to be kept in mind that the overall purpose of SSM courses is content learning rather than language learning, so this model constitutes one of the “strong” paradigms within the general framework of CBI.

Brinton et al (1989) defined a sheltered model classroom where the content courses are conducted by a content specialist, who is a native speaker of the target language, to a separated group of ESL students in the sheltered model classroom. The instructor will use an appropriate level of language for students to make the course comprehensible (Richards and Rodgers, 2001)

2.3.2 Adjunct Model

The AL model aims at connecting a specially designed language course with a regular academic course. AL courses are taught to students who are simultaneously enrolled in the regular content course, but who lack the necessary competence to follow the course successfully unless some additional aid is provided. Both the regular discipline and the adjunct course share a common content base, but differ in the focus of instruction: whereas the content instructor focuses on academic concepts, the language teacher emphasizes language skills using the academic content as a background for contextualizing the language learning process.

According to Lonon-Blanton (1992) cited in Duenas (2004 p. 6) “As it is obvious, this model requires a willing interaction and co-ordination among teachers in different disciplines and across academic units and, for that reason, may be administratively difficult to arrange”.

A language course and a content course are linked in the adjunct model. Both courses share the same objectives and assignments (Brinton et al, 1989). Students study in the content course and language course at the same time. Snow (2001) defines that the language course supports the non-native students’ needs so that they can be successful in the content course. Moreover, the adjunct courses can help the non-native students increasing self-confidence because they can be exposed to real life tasks which make it possible for them to practice using the language (Stryker and Leaver, 1997).

2.3.3 Theme-Based Model

Brinton et al (1989) proposed that the theme-based model is where language courses are embedded around themes or topics which are included into teaching all skills. The teacher

arranges language learning activities based on these topics or themes which are different from traditional courses which the topics are particularly used for a single activity (Snow, 2011). Snow (2011), reports that the theme-based model has been widely used in language courses for students who have different backgrounds. However, they share the same common goal of academic English skills.

There is another type of theme-based curriculum which is not organized by sequencing themes (Brinton et al, 1989). A major topic (e.g., animal) will be used for an entire course. The curriculum will be organized around the subdivided topics such as herbivores, carnivores, omnivores, and so forth. Stoller and Grabe (1997) give another example of a major topic and its subdivided topics in theme-based model. They propose a six-item outline which covers the basic components of the model for a better understanding of the organization of a theme-based course.

2.3.4 Six-T's Approach

The Six-T's approach is an approach to theme-based instruction. It can be applied to a wide range of CBI contexts. Stoller and Grabe (1997) stated that it can be applied both when the teacher controls content and when content is controlled by a central curriculum plan. Moreover, the nature of a theme-based approach can be integrated into a sheltered curriculum and adjunct programs.

Six-T's approach gives priority to student needs, student goals, institutional expectations, available resources, teacher abilities, and expected outcomes. These criteria must be specified so that the decisions about the six curricular components can be made. They are Themes, Texts, Topics, Threads, Tasks, and Transitions (Stoller and Grabe, 1997).

1 Themes are the idea for constructing other components such as texts and tasks so that they can serve the aims of the course, the students' needs and interests, and institutional expectation.

2 Texts are the content resources which guide the way to achieve the goals of course.

3 Topics are the subdivided elements of major content which can help with investigating the coherence of the theme thoroughly. They can provide a setting where learners learn both content and language.

4 Threads are the ties between the themes and the overall curriculum. Threads can provide opportunities to investigate the content and language from different perspectives as well as bridging the themes.

5 Tasks are the activities in which learners can use appropriate skills to achieve the objectives of the courses.

6 Transitions are the pre-planned activities which provide the coherence to the topics in a theme and tasks in a topic.

The Six-T's Approach views content as the driving force for curricular decisions. A content-based course based on the Six-T's Approach needs to identify themes, collect appropriate texts which can support the themes, and build coherent supporting topics. A variety of content resources such as texts offer language learning activities. Students can use language and content for meaningful communicative purposes

2.3.5 Team-Teach Approach

Team-teach approach is another model of Content-Based Instruction. It is similar to the adjunct model since appropriate materials are provided for the objectives of language learning and needs of the learners. Richards and Rodgers (2001) cited an example of the approach, a polytechnic program in Singapore, in which students took a course designed for preparing them writing tasks required for their future jobs.

2.3.6 Skill-Based Approach

Skill-based approach is totally different from the others. The course in the skill-based approach is designed based on a specific academic skill which can be linked to the content course. The language course can serve the students' academic needs. Richards and Rodgers (2001) suggested that the materials and the content of a language course are from core subject content.

All in all, teachers can follow some basic principles so that they can succeed in using CBI. Teachers have the right to select the appropriate models, contents and activities considering their context. Teachers' choice should respond to linguistic, cognitive, and affective needs of learners.

2.4 Theme-Based Instruction in an English Class, EFL

Theme-based instruction is popular among ESL learners in primary, secondary, and post-secondary. It can be applied to a variety of proficiency levels of learners (beginning to advanced learners) (Brinton et al, 1989). Theme-based instruction is applied in the language class when the content is designed based on theme and the linguistic features are embedded in the theme. It is different from the general English language class. The traditional English language class is focusing on the language items solely while theme-based instruction intentionally presents the content and uses it as a tool to teach the language. Theme-based instruction can be used to develop one particular language skill or all four skills. The topic can determine the coherence in practicing the language skills continuously and in higher-levels. The topic selected in theme-based instruction should be usable based on the appropriateness of the linguistic features which match the students' proficiency level. The responsibility of the English teachers in theme-based instruction is teaching the topic. Thus, they need to be enthusiastic with the topic so that they can activate students' interest in learning the topic. They have to be familiar with the topic in order to be confident when presenting the topic to students.

The context in this study is the primary English classroom in an IEP program. The English language course is organized by particular theme. The materials used in the course identify the teaching method since the content in the English books are organized by themes. Every single element of the content in a particular chapter needs to be related to the main theme of the chapter. The teacher needs to consider the theme of the topic when he or she prepares the lesson for the class. Absolutely, they are supposed to apply CBI in their language class because the linguistic features in the unit are presented implicitly through the theme of the unit. They need to be familiar with teaching interesting content for students while offering the language content at the same time.

2.5 EFL teacher's practice

The practice of CBI lesson in the English language class is determined by the role played by EFL teachers. The teacher's role influence and direct the learner activities in relation to the context. Stryker and leaver (1993) stated that, teachers play the following role during CBI lessons: they must be knowledgeable in the subject matter and able to elicit that knowledge from their learners. Teachers are responsible for selecting and adapting authentic materials for use in class.

Teachers must create truly learner-centered classroom, they must keep context and comprehensibility foremost in their planning and presentation, and teachers must contextualize their lessons by using content as their point of departure. EFL teachers are required to provide their learners instructional materials which are relevant to the linguistic feature level of their learners and the content that is related to subject. The content should capture the interest and embed in the linguistic features of the learners automatically. EFL teachers are supposed to practice the meaningful language to achieve the tasks which are relevant to the content.

2.6 Teacher's Attitudes

Attitude is a term in psychology. Gordon Allport (1935) is one who gives definition to 'attitude' in psychology. It is an expression of favor or disfavor towards person, place, thing, or event. Attitude can reflect evaluation of particular person, thing, or event which can be positive or negative. Attitude is a combination of personality, beliefs, values, behaviors, and motivations. Someone's attitude can be defined when referring to a person's emotions and behaviors. A person's attitude towards people, things, or events can lead to his or her point of view about the topic, thought and emotions (how he or she feels about the topic), the actions and behaviors (how he or she reacts as a result of attitude towards people, things, or events). Attitude can indicate how we see people, things, or events while shaping how we behave towards people, things or events. There are many definitions of attitudes. Bogardus (1931) stated that an attitude is a tendency to act toward or against something. Attitude can be derived from a person's past and present experience towards particular persons, things, or events. Attitude is a psychological tendency which comes from evaluating a particular thing with favor or disfavor, (Eagly and Chaiken, 1998). Jung's definition about attitude is another concept as he defined it as a readiness of psyche to act or react in a certain way.

Attitude includes feelings, thoughts, and actions. There are three components in attitude: cognitive (a thought or belief), affective (a feeling), and behavioral (an action). Cognitive component is beliefs, thoughts, and attributes that can be related to an object (e.g., Theme-Based model in Content-Based Instruction should be appropriate to the English class in an EFL classroom). A person's attitude towards a person, thing, or event can be positive or negative. Affective component is feeling or emotion which is related to a person, thing, or event (e.g., "I like using Content-Based Instruction in my English class"). Affective responses will have an

impact on the attitudes toward a person, thing, or event. For example, many people are afraid of snakes. This can be considered as negative affective response. This negative affective response can create negative attitudes towards snakes. Behavioral component involves past behavior or experience which is related to a person, thing, or event (e.g., I try to provide authentic material and activity in my Content-Based Instruction class because students can practice the language which is embedded in the content naturally and automatically.). People often derive their attitude from their previous actions.

Attitude can be formed as a result of learning, modeling others, and our direct experiences with people, things, or events. Attitude directly has an impact on our decisions and behaviors.

Attitude can be measured in two ways, explicit measure and implicit measure. Explicit measure can be measured at the conscious level. However, implicit measure can be measured at an unconscious level. Both explicit and implicit attitudes will form the individual's behavior. Implicit attitude tends to have an impact more on the individual's behavior.

Language learning attitude can reflect learners' beliefs or opinions about the second language. Attitude and motivation are closely related. Language learning attitude is the set of beliefs that the learner poses toward target language, their teachers and learning. Their attitudes can reflect the way they feel, think, or behave. Gardner (1972) illustrated the relationship between attitude and learning outcomes. Attitude and motivation could be the cause for successful language learning. Burstall (1975) gave more additional remarks saying that successful early learning experience could help promoting more positive attitudes. Attitude in language learning can be determined from affective and personality factors. Gardner (1985) divided affective factors into two categories 1, prior factor to the process of second language learning, and 2, developing factor during the process of learning. Prior factor is from before being placed in the learning situation. Learners could have positive or negative attitude predisposition toward the language learning. On the other hand, factor developing during the learning process influences how learners develop their attitude toward the learning situation. This attitude could contribute to the successful language learning. The way learners feel toward their courses or their teachers can lead to the rejection or acceptance of the language learning. Learners can develop negative attitudes toward language learning if the course offers them anxiety. The motivation in language learning will be derived from learners' attitude. Learners who find out that the courses are not

interesting can feel demotivated and create a negative attitude toward the language learning. The affective factor suggests that learners could be open or closed toward the second language. The personality factor needs to help in language learning. The personality characteristics could provide positive or negative attitudes toward language learning. Learning a new language requires flexibility and openness.

An ethnocentric person will show a negative attitude toward language learning while an extroverted person can display positive attitudes toward language learning. Social context could influence learners' attitudes toward language learning. The attitude of parents, learners, and teachers can be significant to the second language learning, as well. Parents can create a negative attitude toward English language learning if they take English language learning for granted. Those learners who cannot see the importance of English cannot devote their time to learning the language. Teachers' attitudes toward learners can affect the language learning of learners. Learners can be negative to the language learning if the objectives of the course of the teachers are different from theirs.

Language learning attitude is believed to be one of the factors in achieving language learning. Spolsky (2000) stated that the attitude toward language learning could be investigated through the learners' fear, feeling, or prejudice about learning English as a second language. Karahan (2007) believed that positive language attitudes could help learners have positive attitudes toward learning English. Attitude in language learning can play an important role in students' success or failure in the language learning. Gardner (1980) gave the remarkable notice that the attitude toward language learning could vary according to the different social context. The attitude could be stronger in the context that learners had a chance to contact with the native speakers of the target language rather than the context that learners rarely had a chance to encounter the native speakers at all

2.7 Challenges of using Content-Based instruction.

There are some several challenges teachers may face to use CBI in EFL class. These are: lack of knowledge of the relevant material to be used from the content.

Teachers may treat materials from other subjects irrelevant and attempts to English as a separate subject with experiences in grammar. The implicit use of Content-Based Instruction by teachers

in class may confuse students that they are not focusing on learning language skills (Peachey, 2003). The use of Content-Based Instruction requires more time to cover the content than the allocated frame of time. In need of covering the syllabus and outlined activities in the course book, teachers tend to neglect content and separate language from content thus making the learning of English difficult and boring. Furthermore, due to lack of knowledge from the other subjects where content is burrowed, teachers tend to avoid what they do not understand. Therefore, it requires thorough prior preparation by the teachers to be familiar with the content.

2.8. Theoretical framework of Content-Based Instruction

A theory is a set of properly argued ideas intended to explain the phenomenon. A theoretical framework is an examination of the existing theories in relation to research objectives. A conceptual framework is scheme of concepts (or variables) which the researcher operationalized in order to achieve the set objectives. It's a diagrammatic presentation of the theory (Oso and Onen, 2009).

2.8.1. Input Theory of Language Acquisition in Content-Based Instruction

Content based language instruction theory of language acquisition is based on input that is meaningful and understandable to the learners. Parallel drawn between first and second language acquisition suggests that the kinds of input that children get from their caretakers should serve as a model for teachers in the input they provide to the second language learners regardless of age. Input must be comprehensible to the learners and be offered in such a way as to allow multiple opportunities to understand and use the language. If comprehensible input is provided and pupils feel excited, then language acquisition takes place. Content across the curriculum as envisaged in CBI provides multiple opportunities for language input, to understanding and use of the language. Furthermore, this content is meaningful and understandable since it's drawn from the context relevant and appropriate to the age, interest and cognitive level of the learners. Thus, this theory is somewhat Krashen consider as comprehensible input.

2.8.2. Social Constructivism and Language Theory

The social constructivism and language theory of learning was propounded by Lev Vygotsky (2006) and is also referred to as “social development theory of learning”. Constructivism involves actively assimilating knowledge while constructing and interpreting new ideas. It attempts to solve the problem; how do people go beyond their experience in order to learn and

interpret new concepts and ideas. Its two principles are that learners do not passively receive knowledge, but rather actively assimilate it and that learners construct new ideas or interpret concepts based on their current and past knowledge. Constructivists build on concepts of scaffolding, whereby learners constantly use their existing knowledge to help to bridge between to known and unknown information. This method allows learners to grasp information that may be slightly above their current ability level by using what they know to inform what they need to know. It provides tools and environments that help learners interpret the multiple perspectives of the real world.

The learners' environment plays a critical role in learning and development. Learners' consciousness is achieved by internalization of shared social behavior. The learner picks up observable social behavior which is built into his or her consciousness and is carried on into later life. Constructivism has no fixed rules other than offering an alternative to the traditional, teacher-centered lessons. Constructivism is applied in a practical, real-life context just the way CBI is applied. Relevantly relating to this theory, CBI assimilates content and language acquisition and interpretation of language is based on content and CBI has no fixed rules. Furthermore, materials for CBI are slightly above the current ability of the learners.

2.8.3. Rationale for Content-Based Instruction

Briton, Snow and Wesche (1989) define and present the rationale for Content-Based Instruction. First, Content-Based Instruction removes the arbitrary distinction between language and content. Second, it reflects the interests and the needs of the learners. Third, it takes into account the eventual uses of the learners' interest to make use of the second or foreign language. This exposes the learners to authentic materials and tasks. Fourth, it offers optimal conditions for second language acquisition by exposing learners to meaningful, cognitively demanding language. Lastly it provides pedagogical accommodation to learner proficiency levels and skills.

2.8.4. Potential Problems of using Content-Based Instruction

CBI is not explicitly focused on language learning. Therefore, some students may feel confused or may even feel that they are not improving their language skills. The teachers should deal with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within materials and consolidate any difficult vocabulary or grammar points. The overuse of the students' native language during parts of the lesson can be a problem.

Because the lesson is not explicitly focused on language practice, students find it much easier and quicker to use their mother tongue. Teachers should try sharing his/her rationale with students and explain the benefits of using the target language rather than their mother tongue. It can be hard to find information sources and texts that lower levels can understand. Sharing information in the target language may also cause great difficulties. A possible way around this at lower level is either to use the target language for the sharing of the information and the end product, or have texts in the target language, but allow students to the end product in their native language, (Nik Peachery 13 August, 2003-13.00).

2.8.5 The Role of Teachers in Content-Based Instruction Lessons

The success of lessons in the learning of English is determined by the role played by the teachers. The teachers' role influence and direct the learners' activities in relation to the context. According to Stryker and Leaver (1993), teachers play the following role during CBI lessons:

Teachers must be knowledgeable in the subject matter and able to elicit that knowledge to their learners. They are responsible for selecting and adapting authentic materials for use in class. Teacher must create truly learner-centered classroom, and must keep context and comprehensibility foremost in their planning and presentation, and teachers must contextualize their lessons by using content as their point of departure

2.8.6 The Role of materials in Content-Based Instruction Lessons

Materials are very important during the instructional process of English language. They play an essential role in the development and practice of CBI. The same materials must bear certain characteristics. The characteristics are listed below with reference to Stryker and Leaver (1993): materials must contain the subject matter of the content course, materials must be authentic like the ones used in native language instruction, and examples must be drawn from realia and real-life experience and contemporary issues from newspapers, magazines, radio and TV, materials must bear linguistic simplification to adopt texts and promote comprehensibility.

2.8.7 Reasons for Incorporating Content into EFL/ESL class

According to Chamot and O'Malley (1994), there are at least four reasons for incorporating content into EFL/ESL class. First, content provides students with an opportunity to develop important knowledge in different subject areas. Second, students are able to practice the

language functions and skills needed to understand, discuss, read about, and write about the concepts developed.

A third reason is that many students exhibit greater motivation when they are learning content than when they are learning language only. Finally, content provides a context for teaching students learning strategies.

2.8.8 Course Objectives Based on Content-Based Instruction

Objectives in any course in the classroom serve a very important purpose in the process of learning. Taba (1962) identified reasons which warrant the writing of objectives in any course. Objectives serve as the guiding decisions about the selection of content and learning experiences and also providing criteria on what to teach and how to teach it. They also help the teachers to select from vast areas of knowledge in the various disciplines which is realistically necessary for some valid outcomes.

2.8.9 Development of a Content-Based Lesson

Lesson planning and development serve in valuable function in the learning process. A well planned lesson acts as a guide to the teachers to streamline instructional activities. It helps to avoid deviation from the main stream of the lesson. Therefore, time is saved and the planned activities should be accomplished within the specified period of time. A possible way of developing a CBI lesson may follow a specific procedure. Lesson preparation follows the following steps: choose a subject of interest to the learners. Find three or four suitable sources that deal with different aspects of the subject. This could be reference books, audio or video of lesson/lectures or even real people. During the lesson, divide the class into small groups and assign each group small research tasks and a source of information to help them fulfill the task. Then once they have done their research they form new groups with students that used other information sources and share and compare their information. There should then be some product as the end result of this sharing of the information which could take the form of a group report or representation of some kind.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3. Introduction

This chapter presents and describes six parts of the study including; research design, research setting, population and sample, sampling technique sample size determination, instruments of data collection, methods data analysis and ethical consideration. The data collected were analyzed and interpreted through questionnaire, interview, and observation. The purpose of study was to investigate EFL teachers' practice, attitudes, and the challenges they might face in using Content-Based Instruction in the EFL class, at Winy-Diew school, Gambella.

3.1. The Research Design

This study employed mixed methods of research design. Mixtures of both quantitative and qualitative research approach will be appropriate because the study that was under investigation demands considering the two approaches. A mixed method is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem, (Dörnyei, 2007).

Qualitative research methods allow researcher to identify previous unknown processes, explanations of why and how phenomena occur, and the range of their effects (Dörnyei, 2007). Qualitative data were collected through semi-structured interview and classroom observation checklist in order to get a detail understanding of in-depth information of EFL teachers' practices, attitudes and the challenges in using CBI in the EFL language classroom. Qualitative data were analyzed by interpreting the semi-structured interview questions and the classroom observation checklists note.

Quantitative data provide measurable evidence, to yield efficient data collection procedures, to create the possibility of replication and generalization to a population, to facilitate the comparison of groups, and to provide insight into a breadth of experiences (*Cresswell et al.*, 2010). Quantitative data were collected through questionnaire and analyzed and interpreted using the frequency, percentages, and the tables.

3.2 Research Setting

The study was conducted at Winy-Diew High School in Makuey Woreda, Nuer Nation Zone. It is found in western part of Gambella Regional State. There are many high schools in Makuey

Woreda Educational Programs. Winy-Diew secondary and preparatory School was established in 2000, G.C and served as the center for teaching and learning program in Makuey Woreda, Nuer Zone educational settings. As it's mentioned in the previous sections that, the overall objective of this research is, to investigate EFL teachers' practice, attitudes, and the challenges they might face towards using Content-Based instruction in language teaching classroom. Therefore, researcher has selected Winy-Diew school purposively, in order to investigate the observed phenomenal and minimize the cost and time.

3.3 Population and Sample

The sample populations in this study were English language teachers and Grade 11 students at Winy-Diew school. The total number of English language teachers was four (4) and the total number of the Grade 11 students at Winy-Diew school was 513. The total population of the English language teachers and Grade 11 students at Winy-Diew school is 517. Therefore, all four English Language Teachers who are teaching at Grade eleven in Winy-Diew school, were included purposively because they were small in number. Thus, 51% out of the sample population 517 of the total number of the English language teachers and the Grade 11 students was selected randomly to be sample representative of this study.

3.4. Sampling Technique and Sample Size determination

The sampling unit in this study was English language teachers and the Grade 11 students at Winy-Diew school. A sample is part of the target population that has been procedurally selected to represent it, (Oso and Onen, 2009). This study used a simple random sampling technique. The technique would ensures choosing Grade 11 students and English language teachers at Winy-Diew schools in such a way that each unit in the sample population has an equal chance of being selected as sample unit (Kombo, 2006). All four EFL teachers were included in this study purposively. Sample unit will be obtained by using the following mathematical formula Kothari, (2004).

$$n = \frac{N}{1+N(e)^2}$$

Where; n = number of sample size; N = total number of Population; e = specifies the desired level of precision, where $e = 1 - \text{precision}$ (0.05 limit of tolerable error) level of precision = 9% (0.09) and 1 = a theoretical or statistical constant.

$2\% \times 513/100 = 10.26$, Therefore $N = 513 / (1 + 10.26 (0.95)^2) = 513 / (11.26 (0.90))$. $11.26 \times (0.90) = 10.01$ and $N = 513 / 10.01 = 51$ people (sample size).

3.5. Instruments of Data Collection

The instruments of data collection are observation, interview, and questionnaires (which were analyzed using close-ended questions). Interview and Observation were employed in order to collect qualitative data and the Questionnaires were used to gather quantitative data and were analyzed using close-ended questions. The detail information of these tools would be discussed later, from the followings subsequence sections that are written below as follows.

3.5.1 Questionnaires

Questionnaires are widely used in the second language acquisition researcher to get information about certain conditions and practices. Briefs (2008) stated that questionnaires help to gather data about knowledge, beliefs, attitudes and behaviors. It is helpful in gathering information that is unique to individuals such as attitude or knowledge. Questionnaire questions were developed to investigate about how EFL teachers practices by using Content-Based Instruction. They consist of close-ended questions, which were ranking from one to four Likert scales in order to grade the practices of using Content-Based Instruction. The cost and time involved in developing questionnaires are less than the others and could contact a large number of presences of researcher and it's often comparatively straight forwards to analysis (Cohen, et al, 2007). In addition to, the demographic information of the respondents, which include sex, age, marital status, educational level, and the teaching experience, was also included in this study.

3.5.2. Interview

Interview is one type of data collection instruments, which allows a researcher to get understanding of an in-depth information and free response from the respondents, such as information that cannot be obtained from other data collection instruments. Semi-structured interviews were conducted to help interviewees give critical and descriptive reflections on the issue (Creswell, 2003; Cohen and et al., 2005). A semi-structured interview was conducted with

EFL Teachers who are teaching Grade 11 English Language at Winy-Diew school. Qualitative data gathered through semi-structured interview from the interviewees, who were EFL teachers, was analyzed and interpreted in order to get a detail understanding of in-depth information about the practices and the challenges of using Content-Based Instruction in the EFL classroom teaching and learning interaction.

3.5.3 Classroom Observation

Classroom observation help to discover things that participant might not freely talk on interview situation, to move beyond perception and to access personal knowledge (Cohen, Manion, and Morrison, 2007). Classroom observation allows the researcher to study what is going on in class room in natural setting. The Classroom observation took place at Winy-Diew High School and lasted for duration of only one month. It was conducted once a week using observation checklists. The observation checklists include the practices and the challenges of using Content-Based Instruction in the EFL classroom teaching and learning context. EFL classroom teaching and learning interaction were observed by a researcher, through observation checklists note in order to understand how EFL Teachers use Content-Based Instruction in their EFL classroom teaching and learning process.

3.6 Methods of Data Analysis

Data analysis deals with the organization, interpretation and presentation of collected data. It is a postulate of how the data was analyzed (Oso and Onen, 2009). A descriptive data analysis method was used to analyze and interpret the data collected through questionnaires, classroom observation checklists, and semi-structured interview. The data obtained from classroom observation checklists questions and semi-structured interview questions were analyzed and interpreted using qualitative research methods. And the data obtained from questionnaire questions were analyzed and interpreted using frequency, percentages, and tables. The results of the finding were reported using questionnaire questions, classroom observation checklists questions and semi-structured interview questions. The data were imported and exported in Microsoft Excel and was analyzed using SPSS software to investigate EFL teacher's practice, attitudes, and some of the challenges they might face in using content-based instruction.

3.7 Ethical Consideration

Ethical concerns were carefully considered in to assessment, during the data collection period, including questionnaires, semi-structured interviews, and classroom observation checklist. Careful selection of sample population was also considered regardless of the religions, cultural background, and the ethnics. The data collected from the sample' representative members were kept hidden for analysis without identifying the actual response from respondents to avoid bias during reports.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Results of the Study

This chapter reported the results obtained through the questionnaires, semi-structured interviews and the classroom observation checklists. It provides a comprehensive account of the quantitative and qualitative results supported by questionnaire, semi-structured interview and classroom observation checklists concerning the EFL Teachers' practices, attitudes, and the challenges they might face in using Content-Based Instruction in the language class. The findings are categorized in to the following main areas;

4.1.1 Results from Questionnaire

Table 1 Demographics Information of Respondents

Variables	Respondents	Frequency	Percentage
Sex	Male	33	64.7%
	Female	18	35.3%
	Total	51	100.0%
Age	18-25	28	54.9%
	30-40	12	23.5%
	45-50	7	13.7%
	55 and above	4	7.8%
	Total	51	100.0%
Educational level	Grade 9-10	30	58.8%
	Grade 11-12	17	33.3%
	12+3/4/5/6	4	7.8%
	Total	51	100.0%
Marital status	Single	36	70.6%
	Married	11	21.6%
	Divorce/Widow	4	7.8%
	Total	51	100.0%
Teaching experience	1-3 yrs.	16	31.4%
	4-6 yrs.	30	58.8%
	Above 7	5	9.8%

	Total	51	100.0%
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Table 1, shows that the Demographic information of respondents of the study area, was involved in the study. As indicated on the table1, regarding the sex of respondents 64.7 was male and the remained 35.3 of the respondents was female. In response to ages of the respondents, 54.9%, 23.5%, 13.7%, and 7.8% of the respondents were aged 18-25, 30-40, and 45-50 and above 55, respectively. With regard to Educational Level Grade 9_10 were 58.8% (30), Grade 11-12 were 33.3% (17) and 12 +3/4/5/6 were 7.8% (4). The rest of demographic information details about the respondents were written on the above table here.

4.1.2 How often do EFL teachers practice content-based instruction in their language classroom?

Table 2 Average frequency about how EFL teachers practice CBI in their language classroom.

Likert scales	Frequency	Percentage
Frequently	7	13.7
Usually	12	23.5
Sometimes	9	17.6
Never	23	45.1
Total	51	100.0

As depicted from the table 2, 7 (13.7%) of the respondents said, ‘Frequently’, and 12 (23.5%) of the respondents said, ‘Usually’. and then, the other responses 9 (17.6%), of respondents’ said, ‘Sometimes’. However, the last response which took the highest point of table 2, 23 (45.1%) of the respondents was, ‘Strongly Disagree’. Thus, this shows that EFL teachers, do not practice content-based instruction in their EFL classroom, depended on the level of agreement of the respondents.

4.1.2.1 How do EFL teachers use CBI to teach both content and language skills?

Table 3 Average frequency that EFL teachers use CBI to teach both content and language skills.

Likert scales	Frequency	Percentage
Frequently	8	15.7

Usually	11	21.6
Sometimes	8	15.7
Never	24	47.1
Total	51	100.0

As indicated in the table 3, 8 (15.7%) of the respondents said, ‘Frequently’, 11 (21.6%) of the respondents’ said, ‘Usually’, and the other respondents’ responses 8 (15.7%) and 24 (47.1%) were, Sometimes and ‘Never ‘respectively. As it’s inferred from the table on the above, that EFL teachers, never use content-based instruction to teach both the contents and the Language skills at all, because the largest percentage drawn from table3 24 (47.1%) of the respondents said ‘Never ‘.

4.1.2.2 Do EFL teachers provide learners with content and linguistic features of Content-Based instruction?

Table 4 the frequency teachers provide learners with content and linguistic features of Content-Based instruction at the same time.

Variables	Frequency	Percentage
Strongly Agree	24	47.1
Agree	10	19.6
Disagree	11	21.6
Strongly Disagree	6	11.8
Total	51	100.0

As indicated in the table 4, 24, (47.1%) of the respondents said, ‘Strongly Agree’, 10 (19.6% of the respondents said, ‘Agree’, and the remaining two questions responses of respondents 11 (21.6) and 6 (11.8%) respectively were, ‘Disagree ‘and ‘strongly disagree’.

This shows that EFL teachers sometimes provided the learners with content and linguistic features of content-based instruction in the language classroom. The answer was drawn from the table 4 question number 3, 24 (47.1%) of respondents who said strongly agree, which means the learners satisfied with the content and linguistic features of content-based instruction in their EFL language classroom teaching and learning context.

4.1.2.3 Could the teachers motivate their students to feel more interested to learn the target language using Content-Based Instruction?

Table 5 Average frequency that teachers motivate their students to feel more interested to learn the target language using CBI.

Likert scales	Frequency	Percentage
Frequently	25	49.0
Usually	8	15.7
Sometimes	11	21.6
Never	7	13.7
Total	51	100.0

As it was seen from the table5, 25 (49.0%) of the respondents' said, 'Frequently', the next response 8 (15.7%) of the respondents' said, 'Usually', then, 11 (21.6%) of the respondents said, 'Sometimes', and lastly, the response from third question number 4, 7 (13.7%) of the respondents' said, 'Never', respectively. According to table 5 question number 4, the answer was taken from 25 (49.0%) of the respondents who are representing the largest numbers among the participants; 'Strongly agree'. This shows that EFL teachers highly motivate their students to feel more interested in learning the target language by using CBI in their EFL classroom teaching and learning so that students could meet their needs.

4.1.2.4 How Often Do EFL Teachers Involve Their Students in The Development of Content and Language in the EFL Classroom?

Table 6 Average frequency on how EFL teachers involve their students in the development of content and language in EFL classroom.

Likert scales	Frequency	Percentage
Frequently	6	11.8
Usually	8	15.7
Sometimes	14	27.5
Never	23	45.1
Total	51	100.0

As it was shown in the table 6 on the above, 6 (11.8%) of the respondents said, 'Frequently'; 8 (15.7%) of the respondents said, 'Usually', 14 (27'5%) of the respondents' said, 'sometimes',

and the other respondents 23 (45.1%) said, ‘Never’ accordingly. This indicated that EFL teachers did not involve their students in the development of content and language in their EFL classroom. As inferred from table 6 question number five, the response is directly taken from the higher respondents answer, which is 23 (45.1%) who said, ‘Never’. This implies that EFL teachers did not at least; involve their students in the development of content and language in their EFL classroom.

4.1.2.5 Do CBI Contents Provide Students with Opportunities to Practice Using the Target Language?

Table 7 Average frequency of CBI contents in providing students with opportunities to practice using the target language.

Likert scales	Frequency	Percentage
Frequently	14	27.5
Usually	26	51.0
Sometimes	6	11.8
Never	5	9.8
Total	51	100.0

According to table 7, 14 (27.7%) of the respondents’ said, ‘Frequently’, 26 (51.0) of the respondents’ said, ‘Usually’, 6 (11.8%) of the respondents’ said, ‘Sometimes’, and 5 (9.8%) of the respondents said, ‘never’, respectively. According to table7 question number six, the response had been drawn from the highest respondents response 14 (27.7%) who said, ‘Frequently’, which means EFL students are highly satisfied with the contents of Content-Based Instruction which provide them the opportunities to practice using the target language in the EFL classroom. This simply, implies that Content-Based Instruction contents highly satisfied the EFL students who are practicing the target language through the use of contents Content-Based Instruction in their EFL classroom.

4.1.2.6 Could The Use of CBI Increase Students' Motivation to Learn the Language and Contents?

Table 8 Average frequency about the use of CBI to increases students' motivation to learn the language and content.

Likert scales	Frequency	Percentage
Frequently	26	51.0
Usually	13	25.5
Sometimes	7	13.7
Never	5	9.8
Total	51	100.0

As indicated from the table 8 on the above, 26 (51.0%) of the respondents said, 'Frequently', and 13 (25.5%) of the respondents' said, 'Usually'. However, the other respondents 7 (13.7%), 5 (9.8%) said 'sometimes' and 'Never' respectively. It can be inferred from the table 8, question seven, the response was taken from the respondents 26 (51.0%) who represented the highest point depending on the level of Likert scale was 'Frequently'. This shows that, the use of Content-Based Instruction satisfied the students because it helps them increase their motivation to learn the language and the content in the EFL classroom.

4.1.2.7 Do The Activities Presented in the CBI Lesson Authentic and Relevant to the Contents of Students' Language Need?

Table 9 Average frequency that the activities presented in CBI lesson are authentic and relevant to the contents of students' language need.

Likert scale	Frequency	Percentage
Frequently	30	58.8
Usually	10	19.6
Sometimes	5	9.8
Never	6	11.8
Total	51	100.0

As a depicted from the above table 9, 30 (58.8%) of the respondents said, 'Frequently', 10 (19.6%) of respondents said, 'Usually', 5 (9.8%) of the respondents said, 'Sometimes', and the remaining 6 (11.8%) of the respondent's response said, 'Never', was analyzed according to their order. This indicated that students were being satisfied with the activities that were presented in

the content-based instruction lessons which is authentic and relevant to their content and the language they needed.

4.1.2.8 Do CBI Materials Useful Enough to Prepare Students for their Future Academic English Skills?

Table 10 the frequency CBI materials useful enough to prepare students for their future academic English skills.

Likert scales	Frequency	Percentage
Frequently	28	54.9
Usually	10	19.6
Sometimes	10	19.6
Never	3	5.9
Total	51	100.0

As indicated in the table 10, 28 (54.9%) of the respondents said, ‘Frequently’, 10 (19.6%) of the respondents said, ‘Usually’, 10 (19.6%) of the respondents said ‘Sometimes’, and the remaining respondents 3 (5.9%) answer was, ‘Never’.

As inferred from table 10, question 8, the answer was drawn from the respondents 28 (54.9%) who took the highest percentage from all the respondents. this shows that students were highly satisfied with the Content-Based Instruction materials which were prepared by EFL teachers for their future academic English skills. Therefore, students strongly agree with the content-based instruction materials which were prepared by their teachers for their future academic English skills. According to, Stryker and Leaver (1993): materials must contain the subject matter of the content course, materials must be authentic like the ones used in native language instruction, and examples must be drawn from realia and real-life experiences and contemporary issues from newspapers, magazines, radio and TV, materials must bear linguistic simplification to adopt texts and promote comprehensibility.

4.2. Results from the Semi-Structured Interviews

4.2.1 EFL teachers’ attitudes in using CBI in the language classroom?

Interviewer 1: Do you think is the practice of CBI useful enough to teach both language skills and the content in the EFL classroom teaching and?

Interviewee 1: *The usefulness of practicing Content-Based Instruction in EFL classroom teaching and learning is that, it provides students with opportunities to use both language skills and the content. But, I am not familiar with the use of Content-Based Instruction because it's new in the field of language teaching and learning.*

Interviewee 2: *Even though the practice of Content-Based Instruction in EFL classroom teaching and learning is unfamiliar, I think practicing Content-Based Instruction in EFL classroom; can help students to improve their language skills.*

interviewee 3: *The practice of using Content-Based Instruction in the EFL classroom teaching and learning increase students' motivation to understand the language and the content of the subject matter.*

Interviewee 4: *To me, practicing Content-Based Instruction in EFL classroom teaching and learning may help both EFL teachers and students to practice the Content-Based Instruction in EFL classroom teaching and learning, despise that Content-Based Instruction teaching methods is new.*

Interviewer 2: *In your opinion, how do you perceive CBI, as practically important to build students' language and content, knowledge?*

Interviewee 1: *Yes, because Content-Based Instruction materials help to provide the content and the language needed by the learners.*

Interviewee 2: *Exactly, the CBI instructions are important so that it need to be practiced to build student's language and content knowledge.*

Interviewee 3: *As it's perceived as method of integrating the teaching of content and the language so it needs to be implemented in the EFL classroom practice.*

Interviewee 4: *It's real difficult to practice CBI instruction even though its important method for teaching the language and content of the subject matter.*

Interviewer 3: *As a teacher, what is your attitude toward using Content-Based Instruction?*

Interviewee 1: *The activities presented in the Content-Based Instruction materials are relevant and authentic so that they are important for learners' need and interest.*

Interviewee 2: *As a teacher, I support the use of Content-Based Instruction, because it provides the leaners with language skills and the knowledge of the content.*

Interviewee 3: *In my opinion, I think that the use of content-based instruction is real interesting, because it fit with students' future academic skills.*

4.2.2 EFL teachers' challenges in attempt to use CBI in the EFL classroom

Interviewer 1: *what are some of the challenges have you been face in attempt to use CBI in the EFL classroom?*

Interviewee 1: *The challenge of using Content-Based Instruction is the lack of knowledge about the use of Content-Based Instruction. I consider such a method of teaching as important to be implemented in the teaching and learning of English language class.*

Interviewee 2: *The use of Content-Based Instruction has so many challenges that we as EFL teachers may face due to too much time consumption to cover the topics, the selection of contents, and the skills of language to provide to the learners.*

Interviewer 2: *As a language teacher, how do you experience the teaching of both language and content?*

Interviewee 1: *As language teacher my feeling towards the teaching both language and content is positive, because when language and content are delivered at the same time students could the language skills and gain the knowledge of the content.*

Interviewee 2: *I have positive feeling toward teaching both language and content, but difficult to implement due to lack of knowledge about the use of Content-Based Instruction.*

Interviewee 3: *The practice of Content-Based Instruction is difficult to me, but also many EFL teachers considered as difficult due to lack of knowledge to use both language and content in the EFL classroom practice.*

Interviewer 3: *In your opinion, do you think teaching both language and content is challenge?*

Interviewee 1: *It is very challenging for teaching both the language and the content, because of lack of knowledge about the use Content-Based Instruction in the EFL classroom teaching and learning.*

Interviewee 2: *In my opinion, I found that teaching both language and the content is somewhat difficult, but I would like to incorporate the teaching of both language and the content.*

Interviewee 3: *To me, the teaching of both content and language is important, but the preparation of core topics and lesson plan are much difficult due to too much time consuming issue.*

Interviewee 4: *It's so important to integrate the teaching of language skills and the content of the subject matter in order to prepare students for their future English academic skills.*

Interviewer 4: *What are the most challenge that you have faced in attempt to use content-based instruction?*

Interviewee 1: *There are many challenges that EFL teachers have faced in attempt to use content-based instruction, due to lack of knowledge about the use of CBI, limited time to select topics and the content and the preparation of lesson plan for teaching Content-Based Instruction.*

4.3 Results from the Classroom Observation Checklists

Classroom observation checklist was conducted to validate the data from the students and the teachers' response in the questionnaire and semi-structured interview part respectively, in order to investigate the actual classroom practice and some of the challenges they might face in using content-based instruction in their EFL classroom teaching and learning process. Researcher has observed three periods (40' minutes each, 120 minutes total) in each class for all available grade 11th English teachers whose number is small in that grade level. Three classes were observed two times each using observation checklists. Finally, the classroom observation checklists note was compiled for analysis and interpretation.

4.3.1 The practices and challenges of using Content-Based Instruction in the EFL class

Table 11 Average frequency of the practices and the challenges of using CBI in the EFL language classroom.

No	Item	Likert scales	Frequency	Percentage
1	How often do teachers practice CBI in the language class	Frequently	3	5.9%
		usually	5	9.8%
		sometimes	9	17.6%
		never	34	66.7%
		Total	51	100%
2	Do teachers introduce CBI in the language class	Frequently	4	7.8%
		usually	18	35.3%
		sometimes	24	47.1%
		never	5	9.8%
		Total	51	100%

3	Do teachers use both language skills and content of the subject matter to teach CBI in language class	Frequently	5	9.8%
		Usually	14	27.5%
		Sometimes	24	47.1%
		Never	8	15.7
		Total	51	100%
4	How often is the use of CBI challenges you in the language classroom	Frequently	31	60.8%
		Usually	10	19.6%
		sometimes	5	9.8%
		Never	5	9.8%
		Total	51	100%
5	How do you motivate your students to be interested to learn the target language using CBI?	Frequently	8	15.7%
		Usually	29	56.9%
		Sometimes	9	17.6
		Never	5	9.8
		Total	51	100%

According to the table 1, item 1, show that 3 (5.9%) of the respondents said frequently observed and 5 (9.8%) said usually observed. However, There were still a number of the respondents 9 (17.8%) whose answer was sometimes observed and the other respondents 34 (66.7%) said never observed. This indicates that EFL teachers never practice the content-based instruction in EFL class. Therefore, as researcher, EFL teachers are not observed practicing the Content-Based Instruction in EFL classroom teaching and learning through classroom observation. Stryker and leaver (1993) stated that, teachers play the following role during CBI lessons: they must be knowledgeable in the subject matter and able to elicit that knowledge from their learners.

Teachers are responsible for selecting and adapting authentic materials for use in class. Teachers must create truly learner-centered classroom, they must keep context and comprehensibility foremost in their planning and presentation, and teachers must contextualize their lessons by using content as their point of departure. EFL teachers are required to provide their learners instructional materials which are relevant to the linguistic feature level of their learners and the content that is related to subject. The content should capture the interest and embed in the linguistic features of the learners automatically.

From the above table 1 item 2, show that 4 (7.8%) of respondents said frequently observed and 18 (35.3%) said usually observed. There were still a number 24 (47.1%) of the respondents said sometimes observed. In addition, 5 (9.8%) of the respondents answer was, never observed. This means EFL teachers sometimes introduce their students to know the objectives of content-based instruction lesson. In conclusion to this question, EFL teacher for sometimes, they introduce their students the objectives of content-based instruction lesson in order to understand it as researcher observed classroom observation.

As indicated in the table1 item 3, 5 (9.8%) of the respondents said frequently observed, 14 (27.5%) of the respondents said usually observed, 24 (47.1) of the respondents said Sometimes Observed, and 8 (15.7%) of respondents said never observed respectively. As it was inferred from the table1 item 3, the use of both language skills and content of the subject matter for teaching language in the EFL class were sometimes observed. As depicted from the table 3, EFL teachers at least, they don't use both the language skills and the content of the subject matter for teaching language in the EFL class as beings observed by the researcher.

According to the table 1 item 4, 31 (60.8%) of respondents said frequently observed, 10 (19.6%) of the respondents said usually observed, 5 (9.8%) of the respondents said sometimes observed, and 5 (9.8%) of respondents said never observed. This indicated that, the challenges of using Content-Based Instruction in the EFL class are frequently observed from the EFL teachers. The implicit use of Content-Based Instruction by teachers in class may confuse students that they are not focusing on learning language skills (Peachey, 2003). The use of Content-Based Instruction requires more time to cover the content than the allocated frame of time. In need of covering the syllabus and outlined activities in the course book, teachers tend to neglect content and separate language from content thus making the learning of English difficult and boring.

According to the table1 item 5, 8 (15.7%) of the respondents said frequently observed 29 (56.9%) of the respondents' answer was, usually observed and there were other respondents who are 9 (17.6) said sometimes observed and the last respondents 5 (9.8%) answer was never observed. Therefore, (56.9%) from total respondents said usually observed. This shows us that EFL teachers make their students feel more interested to learn the target language.

According to, Stryker and Leaver (1993): Content-Based Instruction materials must contain the subject matter of the content course, materials must be authentic like the ones used in native language instruction, and examples must be drawn from realia and real-life experience and contemporary issues from newspapers, magazines, radio and TV, materials must bear linguistic simplification to adopt texts and promote comprehensibility.

4.2 Discussion of the Results

This section, presents the discussion from the results of the study on EFL teachers practices, attitudes and the challenges they face in using content-based instruction EFL classroom.

4.2.1 EFL teachers practice using content-based instruction in the EFL classroom

EFL teachers, lack knowledge of practicing content-based instruction in their EFL classroom. The Average frequency of question 1 table 2, is 24. Similar to research studied by (Peachey, 2003), who says the implicit use of Content-Based Instruction by teachers in the EFL classroom may confuse students that they are not focusing on learning language skills.

EFL teachers never use content-based instruction to teach both content and the Language skills at all. The Average frequency of question 1, table3 is 23. Language learning attitude is believed to be one of the factors in achieving language learning. Spolsky (2000) stated that the attitude toward language learning could be investigated through the learners' fear, feeling, or prejudice about learning English as a second language. Karahan (2007) believed that positive language attitudes could help learners have positive attitudes toward learning English.

EFL teachers sometimes provided the learners with content and linguistic features of content-based instruction in the language classroom. The average frequency of table 4 question 3 is, 24. As, Echevarria (2000) said Content-Based Instruction gains a lot of attention because it can provide the possibility for including the objectives of learning the language and the subject matter.

EFL teachers highly motivate their students to feel more interested in learning the target language by using CBI in their EFL classroom teaching and learning. The average frequency of table 5 question 4 is, 25. A possible way around this at higher level is either to use the target language for the sharing of the information and the end product, or have texts in the target language, but allow students to the end product in their native language, (Nik Peachery 13 August, 2003-13.00).

EFL teachers did not involve their students in the development of content and language in their EFL classroom. The average frequency of the table 6 question five is, 23. In relation to theory, the social constructivism and language theory of learning that was propounded by Lev Vygotsky (2006) also referred to as “social development theory of learning”. Constructivism involves actively assimilating knowledge while constructing and interpreting new ideas. It attempts to solve the problem of how do people go beyond their experience in order to learn and interpret new concepts and ideas. Its two principles are that the learners do not passively receive knowledge, but rather actively assimilate it and that learners construct new ideas or interpret concepts based on their current and past knowledge.

EFL teachers provide enough contents of Content-Based Instruction to their students so that they can practice target language in the EFL classroom. The average frequency of table7 question six is 14. According to Chamot and O’Malley (1994), there are at least four reasons for incorporating content into EFL/ESL class. First, content provides students with an opportunity to develop important knowledge in different subject areas. Second, students are able to practice the language functions and skills needed to understand, discuss, read about, and write about the concepts developed. A third reason is that many students exhibit greater motivation when they are learning content than when they are learning language only. Finally, content provides a context for teaching students learning strategies.

The use of Content-Based Instruction highly motivated EFL teachers to teach the language and the content in the EFL classroom. The average frequency of table 8 question seven is, 26. Content-Based Instruction approach has the potential to enhance students’ motivation, to accelerate students’ acquisition of language proficiency, to broaden cross-cultural knowledge, and to make the language learning experience more interesting and successful, (Lever, Betty Lou and Stephen Striker, 1989).

EFL teachers presented the content-based instruction lessons which are authentic and relevant to the content and the language needed. The average frequency of table 9 question six 8 is, 30. Content-Based Instruction tries to develop both the students’ language and their content knowledge through providing them with authentic, meaningful academic contexts. It also claims that the acquisition of language is most effective when the conditions of acquisition are

analogous to those of first language acquisition (Krashen 1985; Savignon 1983; Snow 1993; Wesche 1993).

Content-Based Instruction materials which were prepared by EFL teachers highly motivated learners for their future academic English skills. The average frequency of table 10, question 9, is 28. According to, Stryker and Leaver (1993): materials must contain the subject matter of the content course, materials must be authentic like the ones used in native language instruction, and examples must be drawn from realia and real-life experiences and contemporary issues from newspapers, magazines, radio and TV, materials must bear linguistic simplification to adopt texts and promote comprehensibility.

4.2.2 EFL teachers' attitudes in using CBI in the EFL classroom

Interviewee 1: *The usefulness of practicing Content-Based Instruction in EFL classroom teaching and learning is that, it provides students with opportunities to use both language skills and the content. But, I am not familiar with the use of Content-Based Instruction because it's new in the field of language teaching and learning.*

Interviewee 2: *Even though, the practice of using Content-Based Instruction in the EFL classroom teaching and learning is unfamiliar, I think, practicing Content-Based Instruction in EFL classroom teaching and learning can help students to improve their language skills.*

Interviewee 3: *The practice of using Content-Based Instruction in the EFL classroom teaching and learning may increase students' motivation to understand the language and the content of the subject matter despite that the CBI teaching approaches is new.*

Interviewee 4: *To me, I think the practice of Content-Based Instruction in the EFL classroom may help both EFL teachers and students in the teaching and learning process.*

According to interviews conducted with EFL teachers, the practice of using Content-Based Instruction in the EFL classroom teaching and learning is beneficial. However, EFL teachers are not familiar with the use of Content-Based Instruction teaching methods.

Interviewee 1: *Yes, because Content-Based Instruction materials help to provide the content and the language needed by the learners.*

Interviewee 2: Exactly, the CBI instructions are important so that it need to be practiced to build student's language and content knowledge.

Interviewee 3: As it's perceived as method of integrating the teaching of content and the language so it needs to be implemented in the EFL classroom practice.

Interviewee 4: It's real difficult to practice CBI instruction even though its important method for teaching the language and content of the subject matter.

Interviewee 1: The activities presented in the Content-Based Instruction materials are relevant and authentic so that they are important for learners' need and interest.

Interviewee 2: As a teacher, I support the use of Content-Based Instruction, because it provides the leaners with language skills and the knowledge of the content.

Interviewee 3: In my opinion, I think that the use of content-based instruction is real interesting, because it fit with students' future academic skills.

4.2.1 EFL teachers' challenges in attempt to use CBI in the EFL classroom

Interviewee 1: The challenge of using Content-Based Instruction is the lack of knowledge about the use of Content-Based Instruction. So I consider such a method of teaching as important to be implemented in the teaching and learning of English language classroom.

Interviewee 2: The use of Content-Based Instruction has so many challenges that we as EFL teachers have faced due to many reasons; the topics, the selection of contents, and the skills of language to provide to the learners.

2.2.1 As a language teacher, how do you experience the teaching of both language and content?

Interviewee 1: As language teacher my feeling towards the teaching both language and content is positive, because when language and content are delivered at the same time students could learn the language skills and gain the knowledge of the content.

Interviewee 2: I have positive feeling toward teaching both language and content, but difficult to implement due to lack of knowledge about the use of Content-Based Instruction.

Interviewee 3: The practice of Content-Based Instruction is difficult to me, but also many EFL teachers considered as difficult due to lack of knowledge to use both language and content in the EFL classroom practice.

Interviewee 1: *It is very challenging to teaching both the language and the content, because of lack of knowledge about the use Content-Based Instruction in the EFL classroom teaching and learning.*

Interviewee 2: *In my opinion, I found that teaching both language and the content is somewhat difficult, but I would like to incorporate the teaching of both language and the content.*

Interviewee 3: *To me, the teaching of both content and language is important, but the preparation of core topics and lesson plan are much difficult due to too much time consuming issue.*

Interviewee 4: *It's so important to integrate the teaching of language skills and the content of the subject matter in order to prepare students for their future English academic skills.*

Interviewee 1: *There are more challenge that EFL teacher faced in an attempt to use content-based instruction, these are; lack of knowledge about the use of CBI, limited time to select topics and the content and the preparation of lesson plan for teaching Content-Based Instruction.*

4.3 Discussion of Classroom Observation Checklist

EFL teachers were never observed practicing the Content-Based Instruction in the EFL classroom teaching and learning through researcher own observation. Stryker and leaver (1993) stated that, teachers play the following role during CBI lessons: they must be knowledgeable in the subject matter and able to elicit that knowledge from their learners.

EFL teachers sometimes introduced the objectives of content-based instruction lessons to their students in order to understand its meaning and objectives.

As depicted from the table 1item 3, EFL teachers at least, don't use both the language skills and the content of the subject matter for teaching Content-Based Instruction in the EFL classroom as it was observed by the researcher. Stryker and Leaver (1993) stated that materials are very important during the instructional process of English Language skills: materials must contain the subject matter of the content course, materials must be authentic like the ones used in native language instruction, and examples must be drawn from realia and real-life experience and contemporary issues from newspapers, magazines, radio and TV, materials must bear linguistic simplification to adopt texts and promote comprehensibility.

EFL teachers had faced the challenges of using Content-Based Instruction in the EFL classroom due to lack of knowledge about the use of Content-Based Instruction. The implicit use of Content-Based Instruction by teachers in class may confuse students that they are not focusing on learning language skills (Peachey, 2003). The use of Content-Based Instruction requires more time to cover the content than the allocated frame of time.

EFL teachers were usually observed motivated their students to feel more interested to learn the target language using Content-Based Instruction materials. According to, Stryker and Leaver (1993): Content-Based Instruction materials must contain the subject matter of the content course, materials must be authentic like the ones used in native language instruction, and examples must be drawn from realia and real-life experience and contemporary issues from newspapers, magazines, radio and TV, materials must bear linguistic simplification to adopt texts and promote comprehensibility.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary

This section summarizes the followings research study, the purpose, research setting, sample populations, instruments of data collection, and the methods data analysis.

The purpose of this study was to investigate EFL teachers' practice, attitudes, and the challenges they might face in using Content-Based Instruction at Winy-Diew high school.

The study was conducted at Winy-Diew High School in Makuey Woreda, Nuer Nation Zone. It is found in western part of Gambella Regional State. Winy-Diew secondary and preparatory school was established in 2000, G.C and served as the center of teaching and learning programs in Makuey Woreda.

The sample populations of this study were 517, who are Grade 11 students and English language teachers at Winy-Diew school. The total population of Grade 11 students at Winy-Diew school was 513 and the total number of English language teachers was 4 in 2019 GC, respectively.

The instruments of data collection in this study were questionnaires, semi-structured interviews and observation checklist.

The methods used for data analysis were qualitative and quantitative research methods. The data obtained from semi-structured interviews and observation checklist were analyzed and interpreted using quantitative research methods. And the data obtained from students through questionnaires questions were analyzed using quantitative research methods by assigning numerical value on the average frequency depending on the level of Likert scale.

The results of the study were reported by using research questions developed to answer the research questions in order to achieve the objective of the study, they include; the questionnaires questions, semi-structured interviews questions and the observation checklist questions.

5.2 Conclusions

This section concludes the study, by putting down the followings research conclusions based on the results drawn from the study;

EFL teachers had no knowledge about the use of Content-based instruction in their EFL classroom. Similar to finding studied by Nyongesa, (2013) who found that, EFL teachers are not familiar with use of CBI, while the importance of this method in the EFL classroom is to provide the contents and the language skills of the subject area at the same time so that students could learn the linguistic features while they are interesting in the contents.

EFL teachers didn't practice Content-Based Instruction lessons in their EFL classroom for teaching learning process. According to, Stryker and leaver (1993) EFL teachers, play the following role during Content-Based Instruction lessons: they must be knowledgeable in the subject matter and able to elicit that knowledge from their learners, teachers are responsible for selecting and adapting authentic materials for use in class, teachers must create truly learner-centered classroom, they must keep context and comprehensibility foremost in their planning and presentation, and teachers must contextualize their lessons by using content as their point of departure. Schleppergrell, Achugar & Oteiza, (2004) and Stoller, (2004) as cited in Grace Chin-Wen Chien (2011), claimed that learners will acquire both subject matter and language skills. Moreover, their prior knowledge increases their success in acquiring English language. Grape & Stoller (1997) claimed that students who learn through the Content-Based Instruction method will get a better chance to recall their prior knowledge and use it to develop language proficiency.

According to results, EFL teachers sometimes provided Content-Based Instruction materials which are interesting and authentic to their students in order to learn both the content and the language skills. Christina H. Deita (2015) pointed out that materials used in Content-Based Instruction are authentic and interesting that help students understand both content and the language skills.

EFL teachers had positive attitude towards the use of Content-Based Instruction in their EFL classroom. Kathleen Corrales (2011), pointed out that activities in content-based instruction are very supportive for learning. Students enjoy learning it in class because it's not only interesting but also useful in the students' future lives.

EFL teachers did not satisfied their students with activities presented in Content-Based Instruction because the characteristics do not match their need. Referring to Robert (2002), a

teacher is a very important person to enhance student interest. If the teacher's teaching style meets students' interest, they will concentrate on learning due to the high motivation.

Students strongly agree with the content-based instruction materials which were prepared by their teachers for their future academic English skills. According to, Stryker and Leaver (1993): materials must contain the subject matter of the content course, materials must be authentic like the ones used in native language instruction, and examples must be drawn from realia and real-life experience and contemporary issues from newspapers, magazines, radio and TV, materials must bear linguistic simplification to adopt texts and promote comprehensibility.

EFL teachers had faced so many challenges in attempts to use Content-Based Instruction in their EFL classroom due to lack of knowledge. The implicit use of Content-Based Instruction by teachers in class may confuse students that they are not focusing on learning language skills (Peachey, 2003). The use of Content-Based Instruction requires more time to cover the content than the allocated frame of time.

EFL teachers were still challenged to apply the teaching and learning process of using a Content-Based Instruction their EFL classroom. The previous study by Nooreiny, Hamidah & Effandi (2012), revealed that there were many challenges while teaching with Content-Based Instruction. The main problems were the content knowledge and the language proficiency.

5.3 Recommendations

Based on results/findings of the study, researcher would like to put forward the following recommendations for further study:

This study focused only on EFL teachers' practices, attitudes, and some of the challenges they might face in attempt to use Content-Based Instruction. Therefore, further researchers would focus on other groups of EFL teachers who have experienced the use of Content-Based Instruction in the EFL classroom teaching learning context.

This study limitedly applied three tools for collecting the relevant information from respondents, these are the questionnaire, semi-structured interview, and the classroom observation checklist, a further study should add other tools of data collection such as focus-group discussion and key-informant interview so as to get more information to make a conclusion more valid and reliable.

High school EFL teachers are highly recommended to use Content-Based Instruction in their EFL classrooms teaching and learning process so that they would be succeeded in teaching and learning of the EFL language. However, to familiarize the use of Content-Based Instruction methods, EFL curriculum developers and syllabus designers should attempts to incorporate the use of Content-Based Instruction at High school level into educational practice by proving strategic plan on educational policy and programs.

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APPENDICE: A

1 How often do EFL teachers practice content-based instruction in the language classroom?

Likert scales	Frequency	Percentage
Strongly Agree	7	13.7
Agree	12	23.5
Dis Agree	9	17.6
Strongly Disagree	23	45.1
Total	51	100.0

2 How do EFL teachers use CBI to teach both content and language skills?

Likert scales	Frequency	Percentage
Strongly Agree	8	15.7
Agree	11	21.6
Dis Agree	8	15.7
Strongly Disagree	24	47.1
Total	51	100.0

3 Do EFL teachers provide learners with content and linguistic features of Content-Based instruction?

Variables	Frequency	Percentage
Strongly Agree	24	47.1
Agree	10	19.6
Disagree	11	21.6
Strongly Disagree	6	11.8
Total	51	100.0

4 Could teachers motivate their students to feel more interested to learn the target language using CBI?

Likert scales	Frequency	Percentage
Strongly Agree	25	49.0
Agree	8	15.7
Disagree	11	21.6
Strongly disagree	7	13.7
Total	51	100.0

5 How Often Do EFL Teachers Involve Their Students in The Development of Content and Language in the EFL Classroom?

Likert scales	Frequency	Percentage
Strongly Agree	6	11.8
Agree	8	15.7
Disagree	14	27.5
Strongly Disagree	23	45.1
Total	51	100.0

6 Do CBI Contents Provide Students with Opportunities to Practice Using the Target Language?

Likert scales	Frequency	Percentage
Strongly Agree	14	27.5
Agree	26	51.0
Disagree	6	11.8
Strongly Disagree	5	9.8
Total	51	100.0

7 Could The Use of CBI Increase Students' Motivation to Learn the Language and Contents?

Likert scales	Frequency	Percentage
Strongly Agree	26	51.0
Agree	13	25.5
Disagree	7	13.7
Strongly Disagree	5	9.8
Total	51	100.0

8 Do The Activities Presented in the CBI Lesson Authentic and Relevant to the Contents of Students' Language Need?

Likert scale	Frequency	Percentage
Strongly Agree	30	58.8
Agree	10	19.6
Disagree	5	9.8
Strongly Disagree	6	11.8
Total	51	100.0

9 Do CBI Materials Useful Enough to Prepare Students for their Future Academic English Skills?

Likert scales	Frequency	Percentage
Strongly Agree	28	54.9
Agree	10	19.6
Disagree	10	19.6
Strongly Disagree	3	5.9
Total	51	100.0

APPEMDICE: B

1 Do you think is the practice of CBI useful enough to teach both language skills and the content in the EFL classroom teaching and?

2 In your opinion, how do you perceive CBI, as practically important to build students' language and content, knowledge?

3 As a teacher, what is your attitude toward using Content-Based Instruction?

4 what are some of the challenges have you been face in attempt to use CBI in the EFL classroom?

5 As a language teacher, how do you experience the teaching of both language and content?

6 In your opinion, do you think teaching both language and content is challenge?

7 What are the most challenge that you have faced in attempt to use content-based instruction?

APPENDICE: C

The practices and the challenges of using Content-Based Instruction in the EFL class

No	Item	Likert scales	Frequency	Percentage
1	How often do teachers practice CBI in the language class	Frequently	3	5.9%
		usually	5	9.8%
		sometimes	9	17.6%
		never	34	66.7%
		Total	51	100%

2	Do teachers introduce CBI in the language class	Frequently	4	7.8%
		usually	18	35.3%
		sometimes	24	47.1%
		never	5	9.8%
		Total	51	100%
3	Do teachers use both language skills and content of the subject matter to teach CBI in language class	Frequently	5	9.8%
		Usually	14	27.5%
		Sometimes	24	47.1%
		Never	8	15.7
		Total	51	100%
4	How often is the use of CBI challenges you in the language classroom	Frequently	31	60.8%
		Usually	10	19.6%
		sometimes	5	9.8%
		Never	5	9.8%
		Total	51	100%
5	How do you motivate your students to be interested to learn the target language using CBI?	Frequently	8	15.7%
		Usually	29	56.9%
		Sometimes	9	17.6
		Never	5	9.8
		Total	51	100%