

IMPLEMENTATION AND PERSPECTIVES OF A CONTENT-BASED INSTRUCTION COURSE IN AN EFL CONTEXT.

Chia-Ti Heather Tseng,

Ming Chuan University, Taiwan

ABSTRACT: *This paper reports on the design and implementation of the course “International and Business Etiquette” through content-based instruction (CBI) in an EFL classroom. It also examines learners’ perceived effectiveness regarding both content and language learning in this course. Seventy Taiwanese EFL learners participated in this study. Task-based activities aiming at enhancing different language skills and content knowledge learning were implemented. Evaluation sheets, questionnaires, and semi-structured interviews were employed to elicit learners’ responses. The results revealed students’ positive feedback not only on the part of the content knowledge, but on their improved language abilities. Positive responses were also reported on students’ gains from cooperative learning, their boosted confidence and reduced anxiety in the target language use. The findings suggested that CBI instruction in EFL context is feasible and can work effectively in promoting both content and language learning with deliberate implementation. Other findings, suggestions and pedagogical implication will also be discussed.*

KEY WORDS: International and Business Etiquette, Content-Based Instruction (CBI), Task-Based Activities, Cooperative Learning

INTRODUCTION

Content-based instruction (CBI) which aims to develop both students’ content knowledge and language skills has received increasing interest in EFL context. In Taiwan, the adoption of CBI in university level courses has been greatly promoted, and these CBI programs are taken place either in subject courses such as Business English, Economics, Psychology or they are embedded in more theme-based English language courses. As for the effects of CBI instruction in university levels, some studies have demonstrated its effectiveness in enhancing students’ content knowledge, and improving their language and critical thinking abilities (i.e., Liaw, 2007; Lo and Sheu, 2008 ;Tsai & Shang, 2010). Other study has found its success in promoting some area of language skills but failing to have positive result in promoting content knowledge (i.e., Lee, 2007). With the mixed results of the existed research regarding the effectiveness of CBI instruction, this paper thus aims to add to the existing knowledge by reporting on the

design, implementation and learners perspectives of a subject course with CBI in an EFL classroom.

The focus of the current study is applying CBI to the course “International and Business Etiquette”. This is a compulsory sophomore-year course for students in the department of Teaching Chinese as a Second Language (TCSL) in a university in Northern Taiwan. It is compulsory because ultimately, TCSL major students will be teaching Chinese to students from a global context. Being aware of and having deeper understanding with various etiquette from different countries as well as gaining knowledge in proper business etiquette and ethics will add tremendous advantage to their prospective future career. In addition to the content knowledge, these students will also need sufficient English language ability in order to work and live sufficiently in the ESL context, as most of the students prefer to teach Chinese in English-speaking countries such as United States, Canada, Australia, and UK. Taken these components together, this course thus adopted CBI as the means to meet the needs of both the students’ and the curriculum. In addition to outlining the design and implementation of the course, this paper will also explore how students access the effectiveness of their learning outcome in terms of their gains in content knowledge and improvement in their language skills. Specifically, four research questions are proposed , and question 2,3, and 4 will be approached from students perspective.

- 1). What is the design of this CBI adjunct course and how is it implemented in EFL context?
- 2). Does the application of this CBI adjunct course enhance students’ content knowledge in the area of “International and Business Etiquette”? If so, what is the content knowledge students have learned from the course?
- 3). Does the application of this CBI adjunct course enhance students’ general English language abilities? If so, which aspect(s) of English language skills do students perceive to have improved?
- 4). What are the participating students’ responses to group work employed in this course?

THEORETICAL FRAMEWORK

Content Based Instruction (CBI)

CBI is defined as “the concurrent teaching of academic subject matter and second language skills” (Brinton, Snow, &Wesche, 2003, p.2). It aims to develop students’ content knowledge and language skills via providing authentic and meaningful academic context. According to Stoller (2002, p.109), the integrated nature of content and language in CBI views “language as

a medium for learning content and content as a resource for learning and improving language”. Stoller (2008, p.59) regards CBI as an ‘umbrella term’ for approaches that combine language and content learning even different degree of emphases may be placed on language and content.

CBI is supported by second language acquisition theories. For example, Krashen (1985) believed that CBI provides students with meaningful and comprehensible input in context, which is important for language acquisition. Similarly, Met (1998) indicated that natural language acquisition occurs in context, and CBI provides a meaningful context for natural communication to take place. In addition to comprehensible input, “comprehensible out” (Swain, 1985, 1993) has also been suggested to be an important aspect of CBI as students are provided with opportunities to negotiate meaning and to exercise productive skills. Butler (2005) also pointed out that CBI provides students with cognitively challenging content materials and tasks which would promote students’ higher-order thinking skills and develop Cognitive Academic Language Proficiency (CALP) (Cummins, 1992). Besides, since the input is mostly authentic and meaningful in CBI, it enhances learning motivation (Butler, 2005). In short, CBI targets at promoting students’ language competence and content knowledge and it is supported by theories from different academic disciplines.

Models of CBI

Although aims of CBI is the integrated learning of both content and language, Met (1998) proposed a continuum of content and language integration that ranges from the most content-driven end, with more emphasis on the mastering of content over language, to the most language-driven end, with more importance placed on the mastery of language skills rather than acquiring specific content. Brinton, Snow and Wesche (1989) proposed three models of CBI program, theme-based model, sheltered model, and adjunct model, which can be applied in second/foreign language classes. All three models teach both content and language, but their positions on the continuum of content and language driven instructional distinction are different.

Theme-Based Model

Theme-based model falls on the continuum of the more language-driven position. Topics in theme-based model are usually chosen to meet students’ needs and interests, and meaningful learning, and intrinsic motivation can thus be activated. Language instructor is responsible for teaching both content and language. Explicit language aims which geared towards developing four language skills are placed with more importance than content learning objectives. This model is very often used in EFL context with intermediate to advanced proficiency students.

Sheltered Model

Sheltered Model falls in the continuum of the content-driven end. This type of CBI program is often adopted in university context where ESL students are placed in regular subject courses with other native speaking students. This model is sheltered since special assistance is given to learners to help understand regular classes. Mastering the content of the subject is the main objective for sheltered CBI program and language learning is placed with less emphasis. In sheltered program, the subject is commonly taught by a content specialist with knowledge of second language acquisition, although he/she may also work collaboratively with a language teacher with subject matter knowledge.

Adjunct Model

The adjunct model serves both content and language goals and thus lies rather in the middle of the continuum. The adjunct program is usually offered in L1 English context where ESL students are given special language courses, in parallel with the content course, so students can be equipped with necessary language and academic skills to master the content of the subject. Adjunct type of CBI program can also be adopted in EFL context where EFL teachers with subject knowledge design various teaching activities to foster students' language skills. Since this type of program is relatively less researched in the EFL context, this paper will thus illustrate the design of the course which adopted the adjunct CBI model.

CBI and 'International and Business and Etiquette'

The course "International and Business Etiquette" is offered as either compulsory or elective course in university curriculum in Taiwan. As the name of the course suggested, it aims to develop students' ability in workplace ethics and to enhance their knowledge in international etiquette. Through the essential knowledge and skills introduced in the course, students are expected to improve their personal images, promote better interpersonal relations, and acquire proper etiquette and cultural knowledge in business and international occasions. The detailed design and implementation of the course will be illustrated in the next session.

In CBI, language teaching focuses on how information is derived from meaningful context, and thus, authentic materials are often used and the focus is on the whole discourse rather than on isolated sentences (Richards & Rodgers, 2001). In accordance with this rationale, authentic reading materials as well as text reading, and audio as well as video clips, and movies are used to help students understand the content of the course. In addition, CBI stresses on the development of integrated skills, so students in CBI program are supposed to "read and take notes, listen and write a summary, or respond orally to things they have read or written"

(Richards & Rodgers, p.208, 2001). To follow this principle, different tasks which integrate reading, writing, speaking and listening are designed by the instructor so that students develop their language skills while learning the content of the subject. While the use of different language skills is to communicate real meaning, this further activates students' interest since they are not only learning about language but learning to use language for meaningful communication in the area of 'International and Business Etiquette'.

THE CURRENT STUDY

Course Design and Implementation

This course "International and Business Etiquette" is designed to develop students' understanding in proper international and business etiquette, and business ethics. Topics covered including proper social etiquette across different cultures, proper business etiquette expected in the area of communication, personal image, interpersonal relations, professional dress, and dining etiquette. The course objectives, expected content and language learning outcomes, syllabus, instructional method and tasks employed are specified as follows.

Course Objectives: Content

In terms of content knowledge, by the end of the course, students were expected to be able to:

1. Describe what etiquette and workplace ethics is
2. Know how to do the introduction in the first meetings, both in the social setting and workplace (i.e. rules for handshaking, address people with titles, etc.,)
3. Learn proper etiquette for job interviews (i.e., proper dress codes, time of arrival, smile and eye contact, handshaking, etc.,)
4. Know proper workplace etiquette including proper behavior expected between colleagues and between superiors and subordinates, both in local and international companies
5. Learn proper etiquette for business meetings, such as when to call meetings, proper behavior in the meetings, and how to negotiate in meetings with people from different culture
6. know appropriate wardrobe for business, and conduct appropriate grooming habits
7. Gain skills in telephone and messaging etiquette
8. Learn and demonstrate proper dining etiquette (both dining in at home and dining out in the restaurant)
9. Learn and demonstrate proper internet etiquette
10. Become aware of proper etiquette in international travels

Course Objectives: Language

In terms of language learning objectives, via a variety of activities, this course aims to enhance students' four language skills. Specifically, it aims to:

1. Enhance students' reading ability (via text reading, authentic material from internet)
2. Develop students' aural/oral fluency, and presentation skills (via video clips, movies, role-play, oral presentation)
3. Improve students' writing ability (via written assignment, written quiz)
4. Provide students with opportunities for cooperative learning (via group work for projects, role-play)
5. Develop students' critical thinking skills (through evaluating other groups project and presentation performance)

Course Syllabus

As for the syllabus design, Table 1 lists the topics and the corresponding session coverage in each week throughout the semester.

Table 1. International and Business etiquette course syllabus

Week	Topics	Class session coverage
1	Introduction What is etiquette?	Introduce expected outcome, grading, assessment, topic assignment
2	First meetings /socially	Proper introductions, meetings and greetings, handshaking techniques
3	First meetings / in business	Proper introductions, Guidelines for small talk
4	Job interviews	Job application preparation, interviewing techniques, proper dress code , etiquette after the interview
5	Workplace etiquette	Proper workplace behaviors in addressing colleagues, physical contact, expectation between superiors and subordinates
6.	Etiquette for business meetings/negotiations	Proper manners during meetings, managing office conflict, ethical issues at work, business meetings with people from different cultures
7	Personal image	Personal appearance, clothes and dress code, hair styles and colour, accessories and make-up, posture, appropriate grooming habits

8	Midterm exam1	Role play
9	Midterm exam2	Written exam
10	Telephone and messaging etiquette	Rules for business phone calls, leaving messages, answer calls, cell phone and text message etiquette
11	Etiquette for dining out /restaurants	Rules for who pays for bills, table manners, proper use of cutlery across cultures
12	Etiquette for dining in/entertaining at home	Formal VS casual buffet dinner, rules for passing dishes, greetings and mingling with guests, proper etiquette when dining with host/guests from different cultures
13	Internet etiquette 1	Composing and sending appropriate business emails: courtesies in business email,
14	Internet etiquette 2	Composing and sending appropriate business emails: grammar, punctuation, proofreading
15	etiquette in international travels	Introduce commonly known etiquette rules and tradition in United States (including customs, gift giving, dining manners, meetings and greetings, and business etiquette)
16	etiquette in international travels	Introduce commonly known etiquette rules and tradition in China
17	Final group presentation	group project (on introducing cultural and business etiquette for selected countries)
18	Final group presentation	group project on introducing cultural and business etiquette for selected countries

Subjects

In total, seventy students (10 male and 60 female students) enrolled in this course. Students were mainly from the sophomore year, with a few from junior and senior years. The class meets two hours a week for 18 weeks. These students have been studying English for more than 10 years. As for the level of their English proficiency, most students fall in the range of intermediate level as students' TOEIC scores (or other equivalent measures) indicated they varied from 488 to 700, with the average of 580.

Course Implementation

The reading text used for this course combines both textbook "The Practical Use of International Etiquette" (Denton & Tang, 2009) and authentic on-line reading materials (i.e., A

to Z etiquette). The class usually proceeds with the building or activation of background knowledge of a certain topic, followed by contextualized reading, introducing vocabularies and word usages, discussion on different topics raised in the textbook, and role-play on scenarios designed for each topic. In addition, video clips from internet on different topics (i.e., proper handshake, proper dress code, proper business lunch etiquette, dining etiquette, etc.,) were also introduced nearly in each class. Students were supposed to take notes while watching the video, and in groups, discussed and verbally reported on the key points covered in the video in class. In addition, other visual aids such as lecture power point and supplemental handouts were utilized throughout the course. In addition to the textbook, authentic on-line reading material was assigned on a regular basis and a brief group oral report is expected in each class. This consistency in structuring the content lectures and the provision of visual aids were to help students reduce anxiety, and thus enhance their comprehension and improve learning efficiency (Benson, 1989; Flowerdew & Miller, 1992, 1995; O'Mally, Chomot, and Kupper, 1989, Wilkinson, 2015).

In addition to aural tasks, writing tasks such as gathering/ reporting information on corporate etiquette in big companies through the internet, and writing reports after viewing the movies, were also utilized in class. These written tasks which were organized for students either to react to the authentic reading information or to respond to movie or video clips, were designed to integrate the training of different linguistic skills. The integration of linguistic tasks for content knowledge learning in this course can be observed from figure 1.

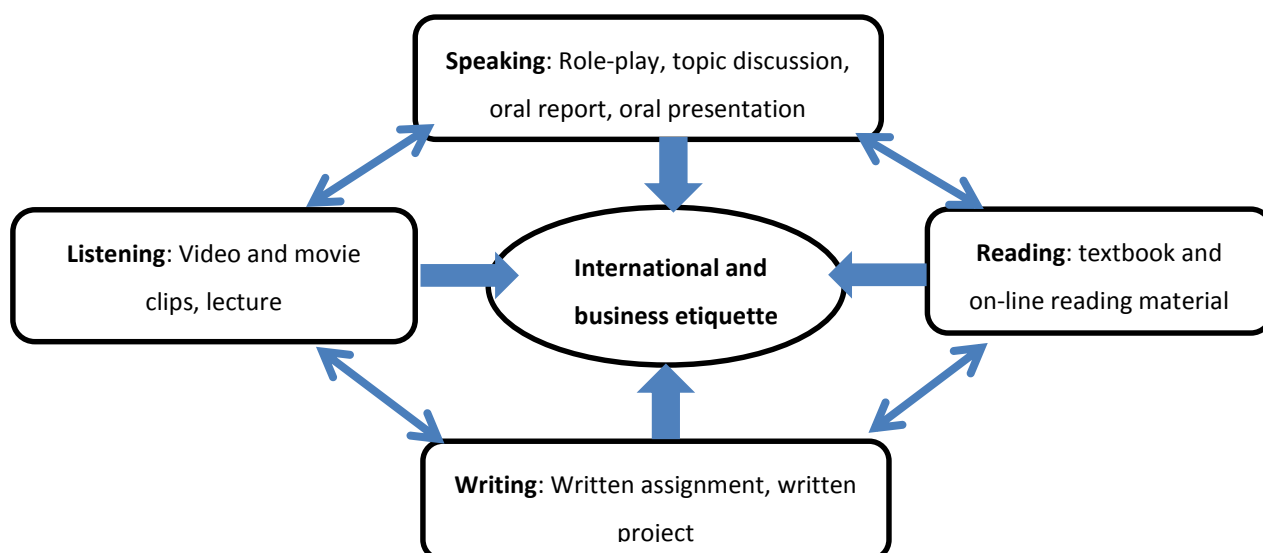


Figure 1. Integration of task implementation in CBI course “International and Business Etiquette”

According to Figure 1, an example such as introducing the topic of “job interview”, Lectures

regarding job application preparation, interviewing techniques, proper dress code, etiquette after the interview were first introduced by the instructor through power point presentation. To enhance students understanding, video clips on tips for job interviews and proper dress code were then displayed. From the lecture and videos, students in groups had to complete tasks such as written assignment sheet and orally report it in class. Role-play of job interviews was also taken place to ensure that students could practically perform the etiquette they've learned. On-line and textbook reading materials were assigned as homework, and students would orally report the key issues from the reading in the next class. The rationale of this design was that as students were learning the content information through integrated linguistic tasks, their knowledge for both content and language could be enhanced simultaneously.

Evaluation and Assessment

For midterm and final evaluation of the course, except for the midterm written test, other means of evaluations took the form of group work. Group role-play on selected scenarios (i.e., first meetings, job interviews, visiting abroad, etc.), group written project reporting on social and business etiquette on selected countries/cultures, and group oral presentations were all included on assessing students' learning outcome in this course. The rationale of implementing extensive group work stems from Vygotskian theory (1978) in that learners' cognition is reinforced the most while interacting with people and cooperating with their peers. According to Vygotsky (1978), when teachers use cooperative learning exercises in the classroom, less competent learner will develop with the help from the more skillful peers. Thus, in addition to the scaffolds such as consistent structure of the lecture and visual and audio aids, scaffolding was further experienced within group work when less proficient learners got help from more proficient counterparts. In addition, since the attention is not focused on individual but on a whole group, cooperative learning via group work reduces learner's anxiety (Crandall, 1999), and thus enhances the ultimate language and content learning outcome.

In addition to written and oral evaluation, students, in groups, were also required to evaluate other groups' performance. Evaluation sheets which specify different criterion in both content and language were provided for each group to evaluate other groups' oral performance. Finally, questionnaires and semi-structured interviews were conducted in the end of the course. The feedback from these instruments would help explore how students perceived the effectiveness of taking this course in terms of their content and overall language learning.

RESULT AND DISCUSSION

In terms of students' perceived effectiveness for this CBI adjunct course, the results of a likert-style questionnaire and semi-structured interviews were revealed. Their perspectives regarding content and language learning were to be illustrated and discussed as follows.

Developing Content Area Knowledge

Students' perspectives on their learning outcome in terms of the content of the course were examined from the questionnaire. The frequency statistics on mean and standard deviation were illustrated in Table 2.

Table 2: Mean Distribution on Students' Perspectives regarding the effectiveness of Content Learning

Item	Mean	S.D.
1. I have learned what etiquette is.	4.43	.554
2. I have learned what to do or say in the first meetings (i.e., how to do the handshakes, proper address others with titles).	4.21	.700
3. I have learned proper etiquette for job interviews (i.e., proper dress codes, time of arrival, smile and eye contact, handshaking, etc.)	4.27	.613
4. I have learned proper workplace etiquette including proper behavior expected between colleagues and between superiors and subordinates, both in local and international companies	4.20	.734
5. I have learned proper etiquette for business meetings, such as when to call meetings, proper behavior in the meetings, and how to negotiate in meetings with people from different culture.	3.97	.701
6. I have learned the appropriate wardrobe for business, and learned the rules for conducting appropriate grooming habits	4.47	.613
7. I have learned the proper etiquette for making business phone calls and messaging etiquette.	4.23	.659
8. I have learned the dining etiquette, including the proper ways to sit and use utensils.	4.20	.651
9. I have learned the proper ways to have business lunches with colleagues.	3.96	.690
10. I have learned the basic email etiquette such as composing and replying business email.	4.17	.636

As displayed in Table 2, positive responses can be found on most items. In general, students perceived that they have learned what etiquette is (M=4.43), and the etiquette required in the first meetings (M=4.21) and for job interviews (M=4.27). In addition, since there were supplemental video materials on introducing proper behavior expected between colleagues and between superior and colleagues, the relative abstract concept was transformed to vivid examples so that students became aware in handling delicate workplace etiquette in this regard (M=4.20).

Additionally, students perceived that they have learned how to dress properly for business (M=4.47), and have acquired the essential manners in making business phone calls and taking proper messages (M=4.23). In terms of email etiquette, students' response (M=4.17) showed that they have learned the format of a business email. However, from the semi-structured interview, students indicated that they have learned the format, but were still unsure about accuracy of their grammar in the emails. As for the dining etiquette, students found the video clips and the proceeding role play helped clarify the proper ways to use utensils and other related manners (M=4.20).

In terms of the etiquette in doing small talks in business lunches with colleagues, the response from students showed their relative insecurity in this regard (M=3.96). Students revealed from the semi-structured interviews that although they learned the proper topics for small talks from the lecture, they still found it difficult to continue the conversation sometimes due to their limited English oral fluency. Similar result was found in students' responses for etiquette in business negotiation (M=3.97). Students reported that they were still struggling with how to properly address themselves or to propose and respond to questions in the meetings at this stage. For the more demanding tasks such as business negotiations, students believed that it would belong to higher level staff to tackle in the organization and thus was not a foreseeable task for them at this stage of their job requirement.

Regarding the content learning from their peers, Table 3 illustrated students' perspectives regarding their perceived learning effectiveness from their classmates.

Table 3: Mean Distribution on Students' Perspectives Regarding the Effectiveness of Content Learning from Their Peers.

Item	Mean	S.D.
11. I have learned different cultures from my classmates' presentation.	4.36	.615
12. I have learned different business etiquette from my classmates' final report.	4.06	.740
13. I have learned different ways to conduct meetings and greetings in different cultures from my classmates' final report.	4.06	.634
14. I have learned different ways of dining from my classmates' final report.	4.04	.690
15. I have learned some dos and don'ts in different culture from my classmates' final report.	4.21	.635

As the result displayed in Table 3, it can be referred that overall, students' perception on learning content knowledge from their peers were positive ($M > 4.00$). Particularly, students indicated that they were able to learn different cultures ($M=4.36$), and some dos and don'ts ($M=4.21$) in a variety of cultures from other groups' final oral report. This would equip them with the knowledge of proper etiquette in international travels. In addition, students were also able to pick up other content knowledge such as business etiquette, meetings and greetings, and dining etiquette across different cultures from their peers. Some students revealed in the interview that they found business etiquette in certain cultures was not very clear to them due to the limited clarity and oral fluency in some groups' oral reports. However, they would note that down on the group evaluation sheet which served not only as the feedback for the reporting group but as a reminder for themselves in improving their own reports.

In fact, from the result of the written test, the average score ($M=72.14$, $Min.=60$, $Max.=90$, $SD=7.1$) indicates that students did learn the essential content knowledge required for this course. Students found the content, although delivered in English, was not that hard to follow provided with the explicit instruction of lecture power point, integrated tasks such as text-reading, followed by oral discussion and role play, and watching video clips, followed by written work sheet. With these structured tasks, and with the help of their peers in group work, the seemingly difficult concept became concrete examples and thus, their overall learning of the content was perceived as challenging but informative and intriguing.

Enhancing Linguistic Skills

Students' perspectives on if and how they have improved in their English and critical thinking

skills through this course were examined. The frequency statistics on mean and standard deviation were illustrated in Table 4.

Table 4: Mean Distribution on Students' Perspectives regarding their improvement in English and critical thinking skills

Item	Mean	S.D.
16. I think my English reading ability has improved because of reading the textbook and the related research material.	4.10	.640
17. I think my English writing ability has improved because of what is required in the course, such as writing assignment and writing up materials for midterm and final report.	3.87	.700
18. I think my English listening ability has improved because I have to understand the teacher's lecture in class.	4.40	.600
19. I think my English speaking ability has improved because of the in-class role-play exercises and mid-term role play performances.	4.16	.673
20. I think my English speaking ability has improved because of repeated practices in preparing for final oral presentations.	4.40	.668
21. Overall I think all my English skills have improved because of this course.	4.31	.526
22. Evaluating other students' performance makes me know better about what my own weaknesses and strengths are.	4.23	.618
23. Evaluating other students' performance makes me learn something which can help me with my own presentation.	4.36	.566
24. I think group project/work makes me less anxious in speaking English.	4.24	.711
25. I think group project allows me to learn from my classmates.	4.33	.829

As displayed in Table 4, positive responses can be found on most items. In general, students perceived that their overall English language skills have improved ($M=4.31$). Specifically, aural skills (listening and speaking) were perceived to receive most gains ($M=4.40$). Students indicated that with all English medium lectures, it was hard for them in the beginning, but gradually they were able to follow the instructor and get the gist by following the visual aids, the text-reading, and the group tasks such as discussion and role play in the class. In terms of speaking, students reported they benefited the most from preparing for final oral presentation while they could do lots of practices, both individually and in groups ahead of time. As for the role-play, students indicated that comparatively, they were not as comfortable with this type of more spontaneous speech (or dialogues), and thus were not as confident as the gains from the

more controlled speech such as giving oral presentations.

Finally, students perceived that their reading ($M=4.10$), and writing ($M=3.87$) skills were also improved, although the gains were not felt as prevailing as their aural skills. Students pointed out that the textbook reading was structured and easier to understand. However, they found on-line reading materials were varied in degree of difficulties that some more challenging articles required group work or they had to seek help from the instructor for the clarification of meaning. In terms of writing, students specifically pointed out that they were unsure about the accuracy of grammars in their writing (either in email or final written report) and needed to get help from more capable peers in group or from their instructor. From students' written work, it could be observed that students were also not familiar with the academic writing genre which errors in format as well as technical problems were easily observed.

Developing Critical Thinking Ability and Cooperative Learning Skills

In terms of the critical thinking ability, the mean scores on item 22 and 23 ($M=4.23$, $M=4.36$) in table three revealed that students believed the evaluation of other groups' performances allowed them to reflect upon their own work, which helped with their own final performances. For example, the comments from evaluation sheets such as "clear pronunciation, and fluent, but lacks eye contact", "poor pronunciation, but clear power point slides which helps with comprehension", "role-play presentation was interesting and informational", "unclear themes, business etiquette rules were not explained", were clear indication that students focused on both content and language elements in observing their peers' work. Thus, by providing guidelines such as evaluation sheets, it helped students be more focused on obtaining content knowledge and be more reflective in their classmates' as well as their own language problems. This awareness helped them notice what their own strength and weaknesses were and thus students could monitor their content and language problems accordingly.

Regarding their perception on cooperative learning, students feedback revealed that they were less anxious ($M=4.24$), and were able to learn from their peers ($M=4.33$) from group work. Students pointed out that the group work provided them with the opportunity to negotiate and clarify meaning of the troubled content and problematic language structure with their peers. While the focus was on the whole group instead of individual, students indicated that they were less afraid in making language mistakes. In other words, cooperative learning via group work in this course assisted alleviating students' anxiety in making errors (Slavin and Kaweit, 1981), and helped students less inhibited in exploring the productive language (Luu, 2010). Thus, the cooperative learning was taking place within groups which helped reduce learners' anxiety and across groups when students were able to gain content and linguistic knowledge from

evaluating their peers' work.

CONCLUSION AND PEDAGOGICAL SUGGESTIONS

This paper intends to report on the design and implementation of an adjunct CBI course "International and Business Etiquette", and explore the effectiveness of the learning outcome in terms of both content and language from students' perspectives. From the result of questionnaire and semi-structured interviews, it's clear that students perceived positively and were benefited greatly in learning both content and language in this CBI adjunct course. From the findings, the perceived success of this course can be attributed to the following factors: (1) the integrated tasks which interweave all language skills, (2) teachers' and peers' comprehensible input via structured activities, (3) meaningful context for comprehensible output, and (4) clear guidance for self and peer evaluation. Such results are echoed with previous research in that by structuring the content lectures in a consistent manner, and by providing learners with clear visual aids, and actual context for negotiating meaning (i.e., via group tasks), it lowered students anxiety and enhanced comprehension (Flowerdew & Miller, 1992, 1995; Kasper, 1995b; O'Malley, Chamot & Kupper, 1989; Wilkinson, 2015).

In addition to the "comprehensible input" (Krashen, 1985), providing meaningful context for students to actualize "comprehensible output" (Swain, 1993) proved to be beneficial for their content and language learning. From the role play, to oral presentation, students were provided with chances to use the language in a meaningful context. While being provided evaluation worksheet in observing and evaluating other group's output, students were also able to reflect upon their own work in terms of both content and language, to notice their "gaps" in language (i.e., problematic pronunciation, grammatical forms) and to monitor their own weaknesses accordingly (Schmidt, 2010; Swain, 1998, 2000).

Furthermore, the employment of cooperative learning via different group work tasks proved to help alleviate students' anxiety and reduce uncertainty when they were able to clarify and negotiate the troubled content and language problems with their peers in the group. Being consistent with previous research, cooperative learning which took the focus off the individual allowed learners to be less inhibited and more explorative in the target language (Slavin & Kaweit, 1981; Luu, 2010). As students tried to seek outcome that not only was useful to themselves but to members of the group, students were more active in their learning process, and thus their learning motivation was enhanced and learning outcome was maximized (Johnson *et al*, 1998).

From the semi-structured interviews, some students revealed that they were still troubled by the grammatical problems in their final written report as well as in business email tasks. Thus, some “focus-on-form” (Long, 1991) instruction and exercises should take place as the instructor came across the most puzzled linguistic structure (particularly the parts that would impede with meaning) experienced by the learners. This would help solve students’ most salient linguistic problems as they took place, and would not focus solely on teaching linguistic structures which would normally result in boredom and consequently inattentiveness among students.

Apparently, this adjunct CBI course which emphasized the integrated teaching of language and content was beneficial for the students in this study. It showed that with careful planning of the integrated tasks, and deliberate provision of a variety of visual materials and activities to enhance students’ comprehension, students were able to use their language purposefully and demonstrate their developed content knowledge in a meaningful context. Since this study is examined from the learners’ perspective, it is suggested that future studies which includes pre and post assessment on measuring students’ actual language enhancement can be included. It is also suggested that the methods, and procedures implemented in this study to be further tested in other CBI course with subjects in different EFL context to further validate the findings in this study.

REFERENCES

- Benson, M.J. (1989) The academic listening task: a case study. *TESOL Quarterly*, 23/3:421-445.
- Brinton, D. M., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction*. New York: Newbury House.
- Butler, Y. G. (2005) Content-based instruction in EFL contexts: considerations for effective implementation. *JALT Journal*, 27(2), 227-245
- Crandall, J. (1999). Cooperative language learning and affective factors. In J. Arnold (Ed.). *Affect in Language Learning* (pp.226-245). Cambridge: Cambridge University Press.
- Cummins, J. (1992). Language proficiency, bilingualism, and academic achievement. In P. Richard-Amato & M. A. Snow (Eds.), *The multicultural classroom: Readings for content-area teachers* (pp. 16-26). New York: Longman.
- Denton, J.E., & Tang, H.F., (2009). *The practical use of international etiquette*. Taipei: Bookman.
- Flowerdew, J. and Miller, L. (1992) Student perceptions, problems and strategies in second

- language lecture comprehension. *Regional English Language Centre Journal*, 23(2), 60-80.
- Flowerdew, J., & Miller, L. (1995). On the notion of culture in L2 lectures. *TESOL Quarterly* 29 (2), 345-373
- Johnson, D.W., Johnson, R.T., & Smith K. (1998). Cooperative Learning Returns To College: What Evidence Is There That It Works?, *Change*, 27-35.
- Kasper, L. F. (1995b). Theory and practice in content-based ESL reading instruction. *English for Specific Purposes*, 14, 223-230.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. New York: Longman.
- Lee, C.B. (2007). An evaluation of a content-based instruction program: A case study of Molecular Biology. *通識教育學報第十一期* (pp.25-48), 中國醫藥大學通識教育中心
- Liaw, M.L. (2007). Content-Based reading and writing for critical thinking skills in an EFL context. *English Teaching & Learning*. 31(2), 45-87.
- Lo, Y.F. & Sheu, C.M. (2008). The design, implementation and evaluation of an English tour guide project. *The Asian EFP Journal*. 4(2), 79-95.
- Long, M. (1991). Focus on form: A design feature in language teaching methodology. In K.de Bot, R. Ginsberg & C. Kramsch (Eds.), *Foreign Language research in cross-cultural perspective* (pp.39-52). Amsterdam: John Benjamins.
- Luu, T.T. (2010). *Infusing Cooperative Learning into An EFL Classroom*. *English Language Teaching*. 3 (2), 64-77.
- Met, M. (1998). Curriculum decision-making in content-based language teaching. In J. Cenoz & F. Genesee (Eds.), *Beyond bilingualism: Multilingualism and multilingual education* (pp. 35-63). Philadelphia, PA: Multilingual Matters.
- O'Malley, J.M., Chamot, A.U. and Kupper, L. (1989) Listening comprehension strategies in second language acquisition. *Applied Linguistics* 10/4:418-437.
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. New York: Cambridge University Press
- Slavin, R.E. & Karweit, N. (1981). *Cognitive and Effective Outcomes of an Intensive Student Team Learning Experience*. *Journal of Experimental Education*, 50, 29-35.
- Tsai, Y. L. & Shang, H. F. (2010). The impact of content-based language instruction on EFL students' reading performance. *Asian Social Science*, 6(3), 77-85.
- Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press
- Schmidt, R. (2010). Attention, awareness, and individual differences in language learning. In W. M. Chan, S. Chi, K. N. Cin, J. Istanto, M. Nagami, J. W. Sew, T. Suthiwan, & I. Walker, *Proceedings of CLaSIC 2010* (pp. 721-737). Singapore: National University of Singapore.

- Stoller, F. (2002). Promoting the acquisition of knowledge in a content based course. In J. Crandall & D. Kaufman (Eds.), *Content-based instruction in higher education settings* (pp. 109–123). Alexandria, VA: TESOL.
- Stoller, F. L. (2008). Content-based instruction. In N. Van Deusen-Scholl & N. H. Hornberger (Eds.), *Encyclopedia of language and education*. Vol. 4: Second and foreign language education (pp.59–70). New York: Springer.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass, & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-53). Rowley, MA: Newbury House.
- Swain, M. (1993). The output hypothesis: Just speaking and writing aren't enough. *The Canadian Modern Language Review*, 50, 158-164.
- Swain, M. (1998). Focus on form through conscious reflection. In C. Doughty, & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 64-81). New York, NY: Cambridge University Press.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97-114). Oxford, UK: Oxford University Press.
- Wilkinson, D. (2015). English-medium content courses: student approaches and strategies to increase comprehension levels. *International Journal of Learning, Teaching, and Educational Research*. 11(3), 1-16.