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CBI Method: an Approach to Teaching English at a Vocational University in Indonesia

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The Asian Conference on Language Learning Official Conference Proceedings 2014 0239
Abstract Studies show that the content-based Instruction (CBI) approach can encourage student interaction in second language (L2) learning. Students can practise their L2 skills in the CBI classroom using content-based materials which in turn stimulate their levels of participation. This study involved the classroom teacher and students studying Certificate III in English Proficiency and Certificate III in Children's Services concurrently in a TAFE SA college in Adelaide, South Australia. The purpose of the study was to investigate how the method worked and the strategies the teacher used in this particular context, and to examine whether the CBI method would suit the Teaching English for Speakers of Other Languages (TESOL) classroom in Pontianak State Polytechnic (POLNEP, a vocational university) where the researcher works as a TESOL teacher. The qualitative research included observations, using a camera, and an interview for data collection. The in-depth interview with the classroom teacher was conducted after recording several sessions of students' performances of certain learning tasks set in the curriculum. The interview was used to augment the video data by investigating how the CBI approach together with the teacher's strategies through the teaching procedures could stimulate student interaction during the learning and teaching process. This small-scale study suggested that the CBI approach enhanced student interaction in the classroom. Some recommendations were made as to how it could be effectively used at POLNEP. KEY WORDS: CBI approach, student interaction, IRF structure iafor The International Academic Forum www.iafor.org The Asian Conference on Language Learning 2014 Official Conference Proceedings 337

Introduction This paper examines the strategies used by one English as an Additional Language (EAL) teacher at a campus of a Technical and Further Education South Australia (TAFE SA) college in Adelaide, South Australia within a Content-based instruction (CBI) approach. The students were studying for a Certificate III in English Proficiency and a Certificate III in Children's Services concurrently. Their purposes for studying both programs were to work as early childhood educators in Child Care Centres or to run a Family Day Care Centre. The study was conducted as a critical reflection on redesigning the English curriculum of Pontianak State Polytechnic (POLNEP), a state vocational university in Indonesia. The findings from the study were to be used to inform a teaching model for the English classes (POLNEP, 2009a) at POLNEP, which teaches content-specific vocabulary and translation under the guise of English for Specific Purposes (ESP). POLNEP is a government-funded vocational university which equips students with technical skills in a range of fields of study such as engineering, agriculture, administration, and fisheries (POLNEP, 2009a). More than fifty per cent of curriculum learning is designed to be practical at POLNEP. The Fisheries Department, as one of the eight departments in this university, has three study programs which are Fish Processing, Fish Cultivation, and Fish Catching (POLNEP, 2009b). The learning objectives of these programs and the characteristics of the research setting at POLNEP are similar to those of the students selected for this study at a campus of TAFE SA who are prepared to apply their

technical skills, including their communicative skills in an additional language, in the workplace. On completion of the study program, the students at TAFE SA will be granted a Certificate III in English Proficiency and a Certificate III in Children's Services, while the students at POLNEP will receive certificates to work as seamen or fishery consultants in a fish processing company. Content-based instruction (CBI) CBI has been practised in various ways and with varying outcomes in international contexts such as North America, Europe, Australia, and Asia (Stroller, 2008). Some studies offer evidence of the benefits of this approach in enhancing the students' interaction and participation in classroom learning. For example, Lo's study (2013), focusing on the difference between Humanities and Science lessons in motivating the students to produce language, found evidence

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that the CBI approach contributes to the development of the students' use of the language.

Moreover, the findings of Nguyen's (2011) study showed the students had increased motivation and higher achievement. Brinton, Snow and Wesche (2003) define CBI as the 'integration of particular content and language teaching.'(p.2). It is an integrated approach to language instruction which takes topics, texts, and tasks from content in the target language, but which

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still focuses on working with the knowledge of the target language (Stryker, 1997; Stoller, 2008). This means that the materials of the subject matter are used as meaningful instructional input (Krashen, 1989) for

foreign/second language learners. The students in the CBI classroom are expected to read authentic materials which are not deliberately selected for an English as a Second Language (ESL) program, but The Asian Conference on Language Learning 2014 Official Conference Proceedings 338

rather for the purpose of communicating the meaning (Stryker, 1997). Consequently, reading activities become one of the main means of learning (Lankshear, 2003) where the teacher is able to give input to the learners through the authentic materials. With this input, learners will be provided with several opportunities to enhance their interaction in the L2 (Second language). be more involved in exploring the themes and topics. This has the potential to occur because the subject matter provides the students with more relevant topics of their own subject matter to learn the target language (Grabe & Stoller, 1997). focus on learning the L2, rather than learning about the language. During the classes, the students will be trained to use the language. For example, instead of asking the students to read a staged dialogue between the child carer and the parents in a given context, it will be recommended that the language be used, for example, in a child care centre setting, and the conversation is demonstrated in a role play. encounter technical vocabulary through the subject matter (Stryker, 1997). In the CBI approach, the specific words become essential vocabulary as those

words become the theme for the learning process. Words like 'special diet', ", 'nappies', 'toilet change' are some key words in the learning tasks. These four strategies promote the CBI approach because the activities of the language class are specific to the subject matter being taught, and are designed to stimulate students to think and learn through the use of the target language (Brinton, Snow, & Wesche, 1989). Task based learning (TBL) Task based learning (TBL) plays an important role in the CBI approach (Willis, 2001; Murphy, 2003), consequently it must be incorporated into this instruction. In TBL,

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the teacher sets exercises and tasks (Davison, 1989) which are closely similar to the students' real work.

These kinds of tasks result in meaning-

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focused communication (Ellis, 2003). For an activity to be classed as TBL, it must meet certain criteria including having a work plan, involving a primary focus on

meaning, reflect a real- world process of language use, having the possibility of involving any of the four language skills, engaging cognitive process and having a clearly defined communicative

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outcome. To achieve these characteristics, task design is essentially challenging. In meeting these criteria, a TBL approach can strengthen the direction of the learning goal when used in conjunction with a CBI approach in the classroom.

Improving the student interaction in the classroom through TBL and CBI is closely related to the teacher's role as a facilitator (Tudor, 1993). The teacher is not the knower, but the learning counsellor, who facilitates the students' learning. Chaudron (2005) holds that this role requires needs analysis prior to setting the learning goals. In this study, the selection of child care services' topics and teaching strategies suggest the use of a needs analysis. Thus, these classes were judged (Tudor, 1993) to fit within the CBI approach. Classroom interaction The Asian Conference on Language Learning 2014 Official Conference Proceedings 339

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In the classroom, interactions are predominantly prompted by meaning negotiation (Chaudron, 1988; Swain 1998). Rather than working individually, students can utilize a number of interactions to help solve problems. These interactions include teacher- student interaction, student-student interaction, and classroom interaction. Teacher-student interaction is carried out mostly in the form of questioning.

Most of the questioning is in the form of display questions (David, 2007), which means that the teachers ask questions for which they know the answer. This is conducted in order to promote and stimulate student participation during the classroom learning and also to facilitate meta-talk (Swain, 1998) which may trigger student interaction by giving the answer, or even by asking a question. Furthermore, teacher-student interaction, in a role play, for example, can

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be used to provide a model for the learners. Another interaction is student-student interaction. In spite of the students' different levels of language competence, Howarth (2006) argues that student-student interaction is required to boost the practice time, encourage collaboration, provide socialization, and stimulate students' motivation. The interaction can be in the form of, for example, a role-play or group discussion. Additionally, student-student interaction also gives the teacher the opportunity to take a step back and observe the students from the side lines, thereby further pinpointing the individual student's needs. Finally, classroom interaction is interaction involving participants in the classroom. The interaction can be a discussion, report, or concluding

the on-going lesson. In an EAL classroom, interaction can be prompted by deliberate meaning negotiation. This meaning negotiation can be stimulated in teacher-student and student-student interactions. Interaction is a sign of student participation (Allwright & Bailey, 1991; Moquel, 2004). Even quiet students can still

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be considered to be participating through their attention to the learning process (Allwright & Bailey, 1991). The

CBI method can be used to stimulate student interaction. Using

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the subject matter as the language materials can contribute to students' interest in the interaction. Then the teacher's questioning (Moquel, 2004) about

the ideas in the content will stimulate students' responses. This technique encourages

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student participation (Allwright & Bailey, 1991). For example, after reading one topic of the subject matter, the teacher may ask students to identify the new technical vocabulary.

In this way, the familiarity with the materials can trigger student meta-talk, and consequently student interaction. In summary, both research and learning theory suggest

the CBI approach, in conjunction with TBL, has the potential to develop student interaction in the learning and teaching process.

The overall research question for this study was how the English teacher uses the CBI approach to develop student interactions in a technical and vocational setting. The question was broken down into the following two specific questions: What are the factors which contribute to the success of the CBI teaching method developing the student interaction during the learning process? What are the teaching strategies that the teacher uses to increase student interaction? Methodology The Asian Conference on Language Learning 2014 Official Conference Proceedings 340

This qualitative case study (Creswell, 2007) used a classroom observation was conducted with a set of digital video recorders. The purpose of using this tool was to capture the entirety of classroom activities (Nunan, 1992) during the practice of this teaching method. The cameras were used to record both evidence of the students' learning and the teacher's teaching methods. Thus, the focus of the first video camera was on the students' activities and reactions during the learning process. The second camera was focused on the teacher in order to capture her methods and strategies in implementing CBI. The second part of the study involved an in-depth interview with the teacher after the observation period. The questions for the interview were open-ended (Denzin & Lincoln, 2000; Fraenkel & Wallen, 2009) which allowed for more detailed explanations. The in-depth interview was carried out using the 'funneling model' (Minichiello, Aroni, Timewell, & Alexander, 1990). General questions such as what the teacher's opinion was about the CBI approach were at the beginning. After that, more specific questions focusing on the teacher's strategies and rationales in teaching particular skills in English were asked. The interview concluded with a question of the challenges the teacher encountered during teaching. Data Analysis The video recordings depicting the three types of interaction were investigated using a qualitative content analytical approach (Willis, 2006; Crano & Brewer, 2002). The data were analysed using interactional narrative analysis (Riessman, 2003). As one of the research aims was to determine the level of student participation in the three kinds of interactions within the CBI classroom learning, every aspect of the conversations was scrutinized. The conversations included interactions between the teacher and the students, between two students, and classroom interaction. The conversation produced in these three different contexts was analysed and linked to the teacher's strategies in order to answer the research question of this inquiry. In short, this interactional narrative approach was useful in studying the relationship between the speakers and what factors behind the interactions contributed to the student interactions. From this analysis, the factors contributing to the increased student interaction in the CBI classroom were then examined and linked with the strategies the teacher used. In the interview, the teacher explained her planning process for the particular teaching episodes observed. It was presented in a narrative style (Silverman, 2003; Willis, 2006) so that the theme of the inquiry-based lesson's outcomes could be identified. This strategy was used to assist in organising and analysing the data. Teacher's explanation was to identify which features of the CBI approach had supported the teacher's strategies and how the teacher had incorporated

the TBL approach and other methods into her teaching practice. In answering the research questions, a thematic narrative data analysis approach (Reissman, 2003) was used to analyse the information gathered. The data from the interview were linked with the data from the video recordings. Following this, the data from the three interactions were explained and linked with the data provided by the teacher during the interview. The evidence from video recordings corroborated the information obtained from this interview. The Asian Conference on Language Learning 2014 Official Conference Proceedings 341

Findings Classroom Observations From the classroom observation, three kinds of interaction were observed and analysed. Table 1 presents the interaction types. Table 1: Three kinds of interaction (adapted from Swain, 1998) Interaction/code Activities Teacher-student/TS Student-student/SS Classroom/CI Asking students about the material Discussing the reading Demonstrating role play Reporting group work to class Commenting on the peer's report First is the teacher-student interaction. As Table 1 indicates, this particular interaction was in the form of questioning or discussion of the reading materials. After asking the students to read sections from the documents, or learning guides, the teacher asked the students some questions about the video footage, such as: "Do you remember what reflective listening is?" and "What do you do with reflective listening?" These questions were designed by the teacher to support the learners' recent knowledge, especially about their previous lesson and also to provide them with scaffolding input before they demonstrated the final task. David (2007) calls these kinds of questions 'display' questions, which means that the teacher asks questions for which she already knew the answer. In the transcription from video recording below, the teacher used this technique after the class finished reading the materials: Teacher: "So as you can see from those elements, it's all about building relationships with family and exchanging information with the family about the child. So where would you be doing that?" Student 3: first... Teacher: "Yes, that's right, who said that?" Yeah, where would you be doing that? Student 3: "On the first interview?" Teacher: "Yes, at the first interview with the parents and with the family" This above interaction between teacher and students provided learning opportunities for the learners in a number of ways. First of all, the learners were stimulated to provide an answer which would enhance their spoken communication skills. Furthermore, this questioning technique also provided an information gap prompting the students to produce meta-talk before one student voluntarily gave the answer. In this instance, the teacher-student interaction provided a learning opportunity where the students were given a chance to recall their prior knowledge and to communicate their ideas. Even though it took some time for the students to give the answer, the teacher still encouraged the students by providing clues in enhancing the student meta-talk. For example, instead of directly giving the answers herself, the teacher gave the clue "what about something to your voice (as an active listener)?" to trigger The Asian Conference on Language Learning 2014 Official Conference Proceedings 342

a student response. In this way, the students responded by demonstrating the answer directly "hmm hmmm". Teacher-student interaction was predominantly utilised during the first few moments of this teaching and learning process. There were three sub topics in this particular lesson, reflective listening, assertiveness, and conflict resolution. Each topic was stimulated by the teacher's questions. Hall (2009) emphasizes that teacher-student interaction plays an

important role in contributing to interactional practice during classroom learning. This could be presented in the Initiation-Respond-Feedback (IRF) structure (Hall, 2009). For example, Teacher: Ok if we ask an open question, what do we stop people from doing? Students: ----- silent ----- Teacher: That's the hard question, ok? I really asked you a really hard open question, so if we ask people an open question, what do we stop them from doing? Student 2: Give, er... gave a short answer Teacher: Yes, stop them from giving you a short answer, like what? Classroom: Yes, or no Teacher: Yes, or no, that's right, excellent, you can remember a lot, excellent. From the above extract, the teacher used the questions to initiate interaction in the classroom, before one student gave a response. The teacher directly offered feedback. The teacher's question and response played an important role in enabling an effective and productive teacher-student interaction to occur. Furthermore, within the particular interaction of this recording clip, the teacher's questioning had stimulated meta-talk and noticing gaps (Swain, 1998) because the first time the teacher asked the question, the students remained silent. This moment was not an unproductive moment, as there may have been an internal dialogue about the question in the students' minds. The students may have been utilising this time to process the question and formulate an appropriate response. In regards to the teacher's feedback, one of the characteristics of the CBI approach was reflected in this particular recording, viz. that the focus was learning to use the language, not learning about the language. For example, when the student said the words give, or gave, the teacher did not comment on the correct form, rather, she provided a complete correct sentence "stop them from giving you a short answer." This strategy of modelling correct language was noticed by the students, as was seen in the teacher-student interaction, when they were discussing conflict resolution: Teacher: What if it never improves? What is the only solution? Student 1: Stop care for.... Student 2: Stop caring from the child From this conversation, it seemed that Student 2 had noticed the particular word 'stop' from the previous discussion, or session with the teacher. In this way, learning was progressing during the classroom lesson. The second type of interaction was student-student interaction. The interaction had the potential to occur because of the following factors – gap information, negotiation of meaning and gap noticing (Swain, 1998) – which were all utilised through the teacher's teaching strategies and the designed learning activities. In this study, as The Asian Conference on Language Learning 2014 Official Conference Proceedings 343

Table 1 shows, this particular interaction is presented in a role play. The teacher's ways of teaching and the learning activities played an important role in triggering this interaction. For example, when the teacher instructed the students to do a task in a role play demonstrating being reflective listeners, two students had already indicated meaning negotiation in their interaction before preparing the role play, Student 5: What about if I told you like... Student 7: Ok, that's what I said to you, whatever you say for me, whatever, just make up your.... You are the parent, but I would answer to you. It depend on me, whatever you talk to me, I will answer to you. Student 5: Oh, okay In this recording, it was clear that the students noticed of gaps in knowledge and performance because it seemed that Student 5 felt unsure what to say in the role play. This gap contributed to the interaction because it enabled the other student, Student 7, who understood what they had to demonstrate, to explain that to her peer. Furthermore, this gap promoted their interaction by providing the opportunity for them to negotiate the meaning (Swain, 1998). In regards to pair work, Watanabe and Swain (2007)

argue that collaborative work has positive benefits when there are noticeable gaps in language production between the students. In this way, the students were encouraged to interact in completing the tasks. Furthermore, the designed learning activities were based on the content of their subject matter enabling the students to interact naturally. For example: Student 1: You don't mind if I am 20 minutes late do you? Student 4: Wait a second, I'll have to check my record if you come late, I'll check it in my note. I will stick in my rules; I have to follow the family day care policy. Student 1: I don't think it's gonna be late again because I'm going to be there in 20 minutes Student 4: Are you sure? Student 1: Yes, I am sure Student 4: Ok, I tick it in my record In this extract it seems that the context given to the students in the role play helped them to interact as they were familiar with the topic. This enabled them to improve their performance in the role play. The last kind of interaction, the classroom interaction was classroom discussion which occurred during the group work report. When one group had presented their report to the class, classroom interaction could be anticipated. In this way, teacher-student interaction occurred again where the teacher gave feedback on the students' work and also student-student interaction happened as the other students voluntarily gave their responses on their peers' reports. Student 3: I don't make lunch today, so can you supply it to my child? Student 10: Sorry, what happened? Student 3: Yesterday I work late that's why I woke up late this morning so I didn't have time to prepare the lunch. Student 10: that's fine, I will supply it today, but next time, you must tell me before one day notice and you must pay for the charge. The Asian Conference on Language Learning 2014 Official Conference Proceedings 344

Student 5: Yes, I will supply it today, but I warn the parent that next time I will charge the parent Teacher: But you can charge the parent for this too Student 5: No, that's ok, but I will warn the parent for the next time will be charged Student 9: But Lucy, what about if the parents not provide the lunch for the child, I think it's charged Student 5: But sometimes we have to understand the payment, one time, that's fine Student 7: If it is emergency, that's fine Student 9: But.... It seems clear that Student 5 and Student 7 gave their group ideas which differed slightly from Student 3 and Student 10's about charging the lunch order differently. In this scenario, the students' communicative skills were being developed while they were consolidating their learning about child care procedures. The topics were of interest to them and so they contributed their ideas during classroom discussion. In this way, classroom interaction occurred naturally (Brinton, et al, 1989). Moreover, it was evident that the report task/activity played an important role in motivating the students to participate in classroom learning. This happened because the students' prior knowledge promoted their participation in classroom learning. Interview The teacher's responses were analysed using the thematic narrative approach. After transcribing the interview with the teacher, the data was categorized based on the narrative structure designed for that purpose. It meant that the three parts of the interview, beginning, thematic section, and closing contributed to answering the research question, especially in seeking her strategies in using the CBI approach to increase student interaction. In the beginning, the teacher was asked to explain her personal ideas about the CBI approach. She said that using the CBI approach in the classroom teaching meant that the content used for the learning was interesting for the students. Therefore, the students would be motivated to study English using the four language macro skills. This meant it was crucial that the teacher prepares interesting materials. In the thematic section, the teacher explained

her strategies in using this approach. Table 2 classifies the teacher's strategies. Table 2: The teacher's strategies in using the CBI approach (adapted from David, 2007; Brinton, et al, 1989) Strategies Actions Questioning Planning the content-based tasks asking the meaning of new vocabulary asking for students' ideas from the reading materials reflecting a student's question back to the class matching the tasks to the content suggesting role play topics, such as the child carer interacting with a child's parents/family The Asian Conference on Language Learning 2014 Official Conference Proceedings 345

Modelling a role in the role play demonstrating the role of a child carer performing a role as the parent First of all, the teacher scaffold the content and increased the English vocabulary each week because she realised that in the content-based learning approach, vocabulary played an important role in the learning process. Table 2 suggests, dealing with new vocabulary in reading activities (Crandall & Tucker, 1990; Stryker 1997). Rather than directly giving the meaning of the words, the teacher always used questions, or asked the students to discuss the new vocabulary in a group to determine the meanings of the new words. This questioning technique of teacher-student interaction facilitated learning so that the students were stimulated to interact by responding to the teacher's questions and by negotiating with their peers. Furthermore, the discussion also helped students to interact with each other. In this way, information gap and noticing gaps (Swain, 1998) was one way to stimulating student participation to occur during the CBI classroom. When the students responded to the teacher's questions, she always gave feedback on their responses with compliments such as 'excellent', 'good', and 'wonderful'. This seemed encouraging students to participate in the learning activities. Furthermore, the feedback of form was implicit as in the following extract: Teacher: That's the hard question, ok? I really asked you a really hard open question, So if we ask people an open question, what do we stop them from doing? Student 2: Give, er... gave a short answer Teacher: Yes, stop them from giving you a short answer, like what? While student 2 was making efforts of choosing the right form of 'give', the teacher gave feedback implicitly by repeating the word 'give' in appropriate form. The teacher was aware of practising the Initiation-Respond-Feedback (IRF) structure (Hall, 2009). She did this deliberately and consciously in her role as the students' learning facilitator. The second strategy the teacher used within the CBI approach was planning learning tasks which reflected real life situations in Child Care Centres. She supplied the job descriptions from Child Care Centres in the country. In one particular lesson, the focus was on maintaining communication with the children's parents, or family. The teacher planned tasks to be demonstrated in a role play representing the conversation between the child's carer and parents. The teacher realized that content-based learning could not be conducted without a suitable task. Not only did she use CBI to design learning activities, but she also incorporated it into summative assessment tasks in the sessions recorded in the study. As indicated on Table 2, the last strategy the teacher used involved her modelling a task before the students were required to carry out the tasks given to them. For example, the teacher took the role of a child carer and asked the students to act as the parents. In this way, the students understood what they were required to do. In the video recording, the teacher's role play could not be viewed because the recorded learning activities were a review of a lesson of the course. It was in the interview that the teacher discussed how modelling was one of her strategies to support students to perform their role well. The Asian Conference on Language Learning 2014 Official Conference Proceedings 346

In the close of the interview, the teacher was asked about the challenges that she encountered using the CBI approach. The teacher noted that she did more self-critical reflection on her teaching practices, asking herself whether she had given the students enough English instruction to achieve their English proficiency while studying their subject matter. The teacher stressed that in the CBI approach, there was still a need for explicit language instruction (Stryker, 1997). Conclusions In answering the first research question, the factors which promote student interaction or participation in EAL learning activities include the information gap, and noticing knowledge (Swain, 1998). Consequently opportunities for these to occur need to be made available to students by EAL teachers in their teaching methods and strategies. The interview revealed that the classroom teacher in this study made explicit use of these factors in her teaching practice. In answering the second research question, from the classroom observation, the teacher used student interaction, which was mostly in the form of display questions (David, 2007), to produce more benefits from her teaching with the CBI approach. This questioning technique played an important role in facilitating student learning. As the CBI approach encountered technical vocabulary, the teacher's questioning technique provided the learners with information gap. This created the opportunity for interactions to occur as the students worked with each other to determine the meaning of new terms. The interview with the teacher disclosed that the CBI approach had supported her teaching methods by using authentic materials as the content for the language learning. She focused on building the content and vocabulary. This meant that reading authentic materials such as guidelines for Child Care centres became the basis for the lessons. In addition, student-student interactions were triggered by the design of the learning tasks, which reflected the language required for future careers. Within these particular interactions, the factors contributing to student interaction were utilised. For example, in role plays the students often practiced the new language which involved meaning negotiation, and more interaction was encouraged at this stage. In short, the teacher had facilitated the factors the factors developing student interaction with her CBI teaching strategies. Recommendations The CBI approach has the potential to benefit the teaching in a vocational university in Indonesia such as POLNEP whose curriculum concentrates on practical lessons, which is similar to the classroom of the research context. . In the Fisheries Department students study their courses while simultaneously taking their English course. The content can help students to participate in the language classroom learning in the designed learning activities. In addition, English lecturers of this particular university in Indonesia are recommended to use authentic materials, which so far has been absent in this context. The authentic materials may include manuals or The Asian Conference on Language Learning 2014 Official Conference Proceedings 347

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that the CBI approach contributes to the development of the students' use of the language.

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still focuses on working with the knowledge of the target language (Stryker, 1997; Stoller, 2008). This means that the materials of the subject matter are used as meaningful instructional input (Krashen, 1989) for

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the teacher sets exercises and tasks (Davison, 1989) which are closely similar to the students' real work.

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focused communication (Ellis, 2003). For an activity to be classed as TBL, it must meet certain criteria including having a work plan, involving a primary focus on

6 88%

outcome. To achieve these characteristics, task design is essentially challenging. In meeting these criteria, a TBL approach can strengthen the direction of the learning goal when used in conjunction with a CBI approach in the classroom.

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In the classroom, interactions are predominantly prompted by meaning negotiation (Chaudron, 1988; Swain 1998). Rather than working individually, students can utilize a number of interactions to help solve problems. These interactions include

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teacher- student interaction, student-student interaction, and classroom interaction. Teacher-student interaction is carried out mostly in the form of questioning.

8 58%

be used to provide a model for the learners. Another interaction is student-student interaction. In spite of the students' different levels of language competence, Howarth (2006) argues that student-student interaction is required to boost the practice time, encourage collaboration, provide socialization, and stimulate students' motivation. The interaction can be in the form of, for example, a role-play or group discussion. Additionally, student-student interaction also gives the teacher the opportunity to take a step back and observe the students from the side lines, thereby further pinpointing the individual student's needs. Finally, classroom interaction is interaction involving participants in the classroom. The interaction can be a discussion, report, or concluding

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be considered to be participating through their attention to the learning process (Allwright & Bailey, 1991). The

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the subject matter as the language materials can contribute to students' interest in the interaction. Then the teacher's questioning (Moquel, 2004) about

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student participation (Allwright & Bailey, 1991). For example, after reading one topic of the subject matter, the teacher may ask students to identify the new technical vocabulary.

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the CBI approach, in conjunction with TBL, has the potential to develop student interaction in the learning and teaching process.

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