Article

The Impact of Content-Based Language Teaching (CBLT) Approaches on Students' Learning Achievements for ESP Courses

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ABSTRACT

ESP courses in higher education are seen as one of the efforts to provide undergraduates with skills beneficial to their careers to meet the growing demand of young professionals. The study assessed the impact of CBLT approaches on the student's learning achievement in ESP courses. The objective of the study was to find out the impact of CBLT on students' learning achievement in ESP courses. This study employed a qualitative method design that applied a case study design. The data source in this study was thirty students from different study programs who implemented CBLT approaches in learning ESP courses at Bosowa University. The study applied a questionnaire utilizing the five-point Likert Scale to see their responses on the student's learning achievement in ESP courses through CBLT approaches. The interview results applied the Nvivo R1-5 to know in depth their responses on learning ESP courses through CBLT approaches. Three types of data coding are used namely, open coding, axial coding, and selective coding. Findings revealed that firstly, students believed that they could improve their English capability in learning ESP courses. Students were able to communicate in real life. Secondly, the findings revealed that students' learning achievement on CBLT implementation can motivate students to learn ESP courses. Students believed that CBLT offers many opportunities for communication skills on ESP and use specific English in their disciplines.

I. INTRODUCTION

A great deal of previous research into students' interaction in learning a language has focused on students' interaction. According to Vattøy and Gamlem (2020), feedback practice in English as a Foreign Language (EFL) lessons is distinguished by both the quality of teacher-student interactions and the use of a second language. However, additional study is required to map teachers' use of second languages (L2) in teaching foreign languages concerning the particular teaching methods teachers can use to support students' self-control procedures and feedback conversations in EFL instruction (Krashen, 2013). The use of feedback and language choice in lessons on foreign language instruction may help students learn and feel better.

According to Brinton et al., (1989), Content-Based Language Teaching (CBLT) uses the target language more as a means of learning the subject matter than as the immediate focus of study. According to Leaver & Stryker (1989)2, CBLT is an instructional strategy in which language proficiency is attained by reorienting the course's

emphasis from language learning to subject matter learning.

In addition to referring to CBLT as an approach rather than a methodology, Lightbown (2014) emphasizes that the teacher in charge (if it is a subject-matter course) needs to concentrate on language because there will be a separation of language and content, which will result in ongoing mistakes being made by the students and reinforced in them. To improve the context for second language learners in content-focused classrooms, Brinton et al., (1989) CBLT recognize the need for pedagogical and linguistic intervention.

ESP lecturers must combine a communicative approach with CBLT because applying CBLT to the classroom for teaching English for Specific Purposes (ESP) courses assumes that ESP students can communicate language well (Nhung & Hoa, 2021).

The communicative approach to language teaching, as Littlewood (1981) noted, is characterized by systematic attention given to language abilities and structures. In addition, CBLT contributes to ensuring students' ongoing motivation and interest in addition to the language knowledge and linguistic skills acquired throughout language learning (Wang & Zhu, 2020). It is anticipated that the goal of teaching will be accomplished in an active learning environment when language lecturers select or create authentic communicative contexts and encourage students to participate in language activities with active thinking (Baghban & Zohoorian 2011)many practitioners involved in foreign language teaching and research have argued about the benefits of using authentic materials These benefits may range from highlighting comprehension, presenting real language, providing opportunities to introduce cultural issues, to enhancing motivation, and creating language awareness. However, the use of authentic materials in learning contexts such as ESP has always been a matter of controversy. In this respect, the present paper aims at reviewing the implementation of authentic materials in ESP contexts. To this end, there will be a review of authenticity and authentic materials as opposed to textbook-based materials focusing on the nature and quality features as well as the approaches which advocate the use of authentic materials such as communicative language teaching (CLT. At the same time, language knowledge and abilities

will presumably be naturally acquired during the communicative process.

In CBLT, the emphasis is on the subject matter, and the students are merely interested in the information or topic (Akomaning, 2019). Both the language and the content are important to students (Peng, 2017). Furthermore, Tseng (2015) asserted that with deliberate implementation, CBLT in the EFL context is feasible and can effectively promote both content and language learning. The significance of taking content into account when instructing ESP aids students in becoming proficient in academic discourse. This method of CBLT results in the coordination of language and content learning, which strengthens existing knowledge structures and teaches pertinent language functions and forms (Tseng, 2015).

So far, however, there has been little discussion about CBLT in ESP courses. The teaching and learning ESP through CBLT approaches are needed in higher Education. Each discipline considers content in teaching English in the students' areas. The implementation of CBLT approaches in Higher Education is one of case study at Bosowa University. Lecturers who teach ESP courses consider content in their teaching. Because CBLT is based on the principle that using a language is superior to studying it, it provides students with a wealth of opportunities for meaningful and purposeful language use.

II. METHODS

Research design

The researchers employed a case study design. Case study research was used by the researchers. It is anticipated that by using this method, more in-depth and comprehensive information will be gathered from natural settings. When conducting qualitative research, a case study helps examine the behavior patterns of students. In particular, when the boundaries between phenomenon and setting are hazy, a case study is an empirical investigation that examines a current phenomenon in its actual context (Woodside, 2010).

Research setting and participants

The study was conducted among the third-year students enrolled in the ESP courses at Bosowa University. Participants included 30 students who majored in four study programs. Among them, are primary school education, Economics, international

relations, and law study program. The students are aged between 19 and 20 years old. They all had taken ESP courses as a mandatory subject in the third semester.

Research Instrument

Semi-structured interview questions were designed based on the needs analysis framework developed by Brinton (2013). The interview questions were open-ended so that the researchers could explore the interviewees' learning achievement their motivation and their English skills through CBLT approaches in depth. The interview provides an overview of participants' recollections and justifications for how things came to be as they are, as well as descriptions of present issues and goals. Meanwhile, to know the student's English skills, the researchers distributed a questionnaire to see their learning achievements in their English skills through CBLT approaches.

Data Collection Procedure

A semi-structured interview qualifies to refer to it as a "compromise" since it does draw on both of the two different types to some extent. It is used because the researcher has a general idea of where the interview should go and what should come out of it (Creswell, 2014). Open-ended questions that investigate current issues, such as substance use, guide the interview process. The interview was held with 10 students at Bosowa University of Makassar. Students interview either face to face or WhatsApp call. All interviews are transcribed and audiotaped. Interviews of students are open-ended and begin by asking students about their learning achievements through CBLT approaches in learning ESP courses.

Data Analysis

To analyze the data, each response has created the codes separately. To determine the common categories from the data set, the codes were later compared and reorganized. Following that, the researcher wrote down the audio-recorded interview guidelines. The first step in this study's data analysis process was importing the collected data into the NVivo R1-5 program so it could be processed using the program's query features. Data coding was used as part of the data management or data process in NVivo to categorize all themes associated with the study's goals. Open coding, axial coding, and selective coding were the three types of data coding that were used to code the data for this study. While the questionnaire items were taken the percentage of students' responses on the questionnaire's items was.

III. RESULTS

This section provides the data of CBLT approaches' impact on students' learning achievement in ESP courses. The researchers identified the themes of the impacts of CBLT approaches in learning ESP courses. Data shows the students' learning achievement on students' motivation and students' skills in their learning ESP courses through CBLT approaches.

Students' Motivation for CBLT

This section provides data on the impact of CBLT approaches in ESP courses on their learning achievement toward students' motivation.

From the data in Figure 1, it is apparent that motivation is one of the impacts of CBLT on the learning achievement of students in ESP courses.
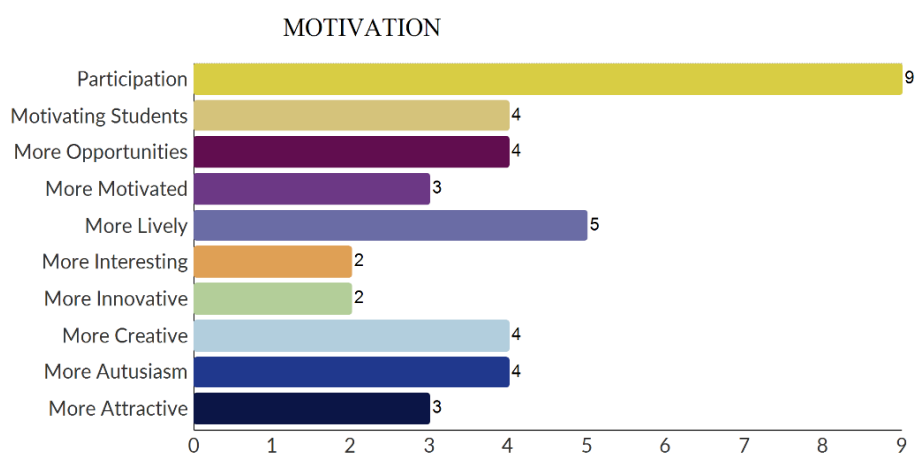

Fig. 1. Students' Motivation on CBLT

The researchers identified ten sub-themes of motivation. Findings related to the motivation category show that participation is the most perceived by students from the processed data. Then students are more lively which is a category of the impact of CBLT. Four informants said that students' motivation has more opportunities and more creativity in CBLT in learning ESP courses. The impact of CBLT in ESP courses shows that it is more motivated and more attractive to learn ESP. Lastly, students show their motivation in learning ESP courses that are more interesting learning and more attractive learning toward CBLT. Two informants said that students were more interested and more innovative in the ESP courses. Together these results provide important insights into motivation in the CBLT in ESP courses.

Researchers distributed questionnaire items to identify the percentage of students toward their learning achievement on their motivation through the implementation of CBLT approaches.

As illustrated in Table 1 shows that students agreed to learn ESP courses through CBLT approaches. There was 65.6% of informants mentioned it. 18.8 % strongly agreed with the response in motivating to learn with CBLT approaches and none of the informants strongly disagreed with learning motivation. CBLT approaches lead students to have self-confidence in speaking, it found that 61.3% of informants agreed of having self-confidence in speaking English. None of the students strongly disagreed with having self-confidence in speaking. Also, students showed their interest in learning ESP courses. Half of students out of 100% of students agreed with interest in learning ESP because of the variety of activities. This is a similar percentage of students' responses in CBLT approaches makes students more capable of self-study.

Students' Skills in CBLT approaches to ESP courses

This section shows the findings of students' learning achievement on students' skills in ESP courses. The informants responded to their English skills in ESP courses through CBLT.

The findings show that twelve sub-themes of student skills were identified in selecting coding. The findings show that English proficiency is very prominent in students' skills. Then, vocabulary

Table 1. The percentage of informants on learning motivation

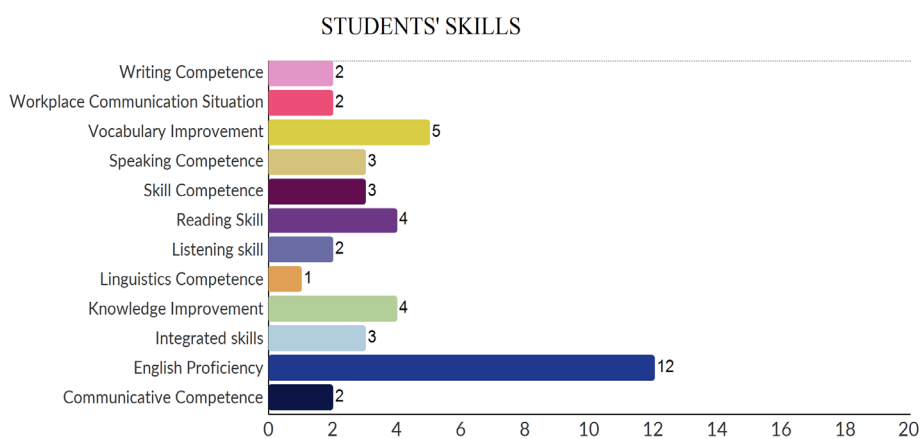| No	Questionnaire	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	I am motivated to learn with CBLT approaches	18.8%	65.6%	12.5%	3.1%	-
2	I have many opportunities to improve my four English skills	9.4%	46.9%	31.3%	9.4%	3.1%
3	CBLT approaches train my confidence in speaking English	19.4%	61.3%	16.1%	3.2%	-
4	I am interested in learning ESP because of the variety of class activities	25%	50%	21.9%	-	3.1%
5	CBLT approaches make me more capable of self-study	28.1%	50%	18.8%	3.1%	-

STUDENTS' SKILLS

Fig. 2. Students' skills on CBLT

Table 2. The percentage of informants on their English skills in ESP courses

No	Questionnaire	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	CBLT approaches can improve special English skills	15.6 %	59.4%	18.8%	6.3%	-
2	CBLT approaches provide an opportunity to get good grades.	18.8%	59.4%	18.8%	3.1%	-
3	It is easier for me to improve my skills with CBLT approaches	18.8%	59.4%	18.8%	3.1%	-
4	CBLT approaches to ESP learning are easy to use.	6.3%	68.8%	21.9%	3.1%	-
5	CBLT approaches make it easier for me to understand each vocabulary	15.6%	71.9%	9.4%	-	3.1%
6	Specific content helps me improve specific vocabulary	16.1%	67.7%	16.1%	-	-
7	I can communicate in English according to my field	9.4%	56.3%	31.3%	3.1%	-
8	I have many opportunities to improve my four English skills	9.4%	46.9%	31.3%	9.4%	3.1%
9	I have plenty of time to practice my English skills	9.4%	59.4%	25%	6.3%	-
10	I can distinguish several English terms that are relevant to my field	16.1%	61.3%	12.9%	9.7%	-
11	CBLT approaches affect my ability in English, especially English for Specific Purposes	18.8%	53.1%	25%	-	3.1%

improvement is the impact of students' skills in CBLT in ESP courses. The informant mentioned that CBLT implementation in ESP courses can improve their English competence in some areas such as speaking competence, writing competence, reading competence, and listening competence. This competence shows that integrated skills are the impact of CBLT in ESP. It can be seen that Figure 2 shows students have communicative competence that is used in workplace communication situations. Also, the informant said that students' skills are linguistic competence.

The percentage of questionnaires on students about their skills in learning ESP courses through CBLT approaches

As illustrated in Table 2, none of the students strongly disagreed that they could not improve their English. Students agreed (71.9%) that CBLT approaches make it easier to understand the word. Students strongly agreed that (46.9%) they have opportunities to improve their skills into four skills. 46.9 % agreed with their improvement of English into four skills. It is 3.1 % of students strongly disagreed with it.

IV. DISCUSSION

This section discusses the consideration of CBLT impacts on students' learning achievement in learning ESP courses. Employing CBLT could well prove very helpful for students. Findings of students' responses to in-depth interviews and questionnaire items dealt with their learning achievements in ESP courses through CBLT approaches. The result demonstrates two things, first is the impact of CBLT approaches on students' motivation in learning ESP courses. Second is the students' English skills in learning ESP courses through CBLT approaches.

Students learning achievement toward students' motivation in learning ESP courses through CBLT approaches

The finding reveals that students have high motivation in learning ESP courses in CBLT implementation. It is advised that lecturers use motivational strategies in ESP classrooms as the strategies benefit the improvement of students' ESP learning achievement, according to Dja'far et al., (2016), findings that the student's motivation is moderately related to ESP learning achievement for both groups of students. The lecturer's role in the classroom can be a key factor in motivating students. Developing a personal relationship with students demonstrates that lecturers accept and care for students, as well as pay attention to and listen to them. This situation relates to the needs and motivations of the students, allows their understanding of the learning process, and empowers them to take control of their education.

It is interesting to note that in all several impacts of CBLT of this study, motivation, and interest in learning ESP courses are taking place and that the effort is worthwhile, as well as from

the appropriate matching of increasing student knowledge of a topic on their disciplines. It is relevant with Brinton et al., (2003) point out that If the student felt that the lesson content was relevant to them, their motivation would rise and their learning would be effectively promoted. The cause of this might be that students were more engaged in integrated and organized activities because the activities were thought to be more interesting and meaningful.

A large number of students who took part in CBLT reported greater interest in learning the language and also a deeper understanding of the cultures they studied. For students learning English as a foreign language, especially in higher education, motivation is thought to be a crucial factor. Learning ESP in higher education demands students' learning motivation in learning ESP courses, however, it seems that students have difficulties understanding vocabulary when they are learning ESP courses. this is because of their limitation on specific vocabularies. However, students' efforts to have communicative competence in English and learning motivation influence their learning language. Providing communicative classroom skills such as practicing as a lawyer, teaching English education in class, or practicing communication in the workplace.

Students learning achievement toward students' skills in learning ESP courses through CBLT approaches

Findings revealed that students have enhanced their capability to English skills. It demonstrates that when the focus of the lesson is on meaningful and pertinent content, students' language proficiency in the class achieves more. In line with Arnó-Macià & Mancho-Barés (2015) pointed out that the importance of language learning in CBLT is how students improve their English skills in ESP courses. CBLT encourages students' language proficiency in English. Consequently, for ESP course designers to modify courses to better meet students' discipline-related needs, the lecturer and student must offer useful insights. Another impact of CBLT that is students got the score development in specific English. In other words, students can get good grades in the CBLT classroom. Students mentioned that they can learn more specific English because of lecturer repeats and reviews the content materials based on their disciplines. The finding shows students are more active in learning ESP

courses in class. Students have more opportunities to express their ideas from their lessons. It is advised that ESP lecturers need to be effective learners in terms of learning the foreign language, and CBLT should be more practiced and applied in lessons.

It could be argued that the positive results were due to students gaining knowledge on ESP courses by learning technical terms of their disciplines. Findings reveal that Students who take CBLT develop their English communication skills. The lecturer instructed the class to practice their English speaking. In addition to speaking, students also look for vocabulary related to their fields of study, memorize it, understand its meaning, and write sentences using it. It is relevant with Khoirunnisa, Suparno, & Supriyadi (2018) said that The students thought that since speaking had such an effect on their future careers, it was extremely important for them. However, students encountered several challenges during the learning process, including grammar, pronunciation, vocabulary, and subject matter.

V. CONCLUSION

The findings of the implementation of CBLT approaches affect students learning achievement in learning ESP courses. CBLT approaches affect students' motivation in learning ESP courses and English skills. Student motivation has more opportunities and more creativity in CBLT in learning ESP courses. Study shows that students were more interested and more innovative in the ESP courses. Together these results provide important insights into motivation in the CBLT in ESP. This study is qualitative research that investigates the students' learning achievement in ESP courses through CBLT approaches in higher education. This study makes a beneficial contribution either theoretically or practically to the field of learning ESP courses for students who learn English specifically in their disciplines. Theoretically, this study will enhance students to help students express their vocabulary in technical terms in their disciplines. The approaches are expected to be useful for the lecturers to give interesting themes for ESP courses in the classroom and they also can be used as the basis for future research in relevant disciplines. However, before applying this approach, it is important to comprehend the student's disciplines and students' backgrounds, thus the lecturer can determine the appropriate themes or topics in

ESP courses. The results imply that the CBLT in ESP courses provides efforts to create conditions that allow students to learn. Learning emphasizes more on the efforts of the lecturers to encourage and facilitate students to learn. Learning ESP in CBLT illustrates that students have more roles in developing their knowledge. While the relationship with learning English, the CBLT will be effective if students construct their experiences in learning ESP and knowledge independently.

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