



Journal Website:  
<https://theusajournals.com/index.php/ajps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## THE CONTENT BASED APPROACH IN TEACHING FOREIGN LANGUAGES AND ITS ROLE IN THE FORMATION OF MULTILINGUAL PERSONALITY

**Submission Date:** November 05, 2023, **Accepted Date:** November 10, 2023,

**Published Date:** November 15, 2023

**Crossref doi:** <https://doi.org/10.37547/ajps/Volume03Issue11-06>

**Turdieva. N.M**

Acting Associate Professor ( Phd) “ Silk Road ” International University Of Tourism And Cultural Heritage, Uzbekistan

### ABSTRACT

Content-based learning has gained broad prominence in the teaching of second and foreign languages. Despite its recorded benefits, many English teachers do not completely leverage its benefits for language learning that in the sense of the material the language being studied and used is taught.

In this article, an approach to language teaching based on content and how it can be used to develop a multilingual personality are discussed. This article aims to connect theory to experience, help teachers to identify what can be considered as a content and how CBI can be used in teaching process. Furthermore, it is going to discuss whether content-based approach can be one of the first steps of multilingual education. Finally, we are presenting a real-world project tailored for intermediate EFL students. The design and suggested activities might be easily transferable to other settings.

### KEYWORDS

Multilingual education, multilingual personality, content-based approach, teaching methods.

### INTRODUCTION

A Czech proverb that translates to 'You are as many times human as you know the languages. Often people find themselves involved in two, three or even more

cultures (business trips abroad, tourism, mobility of young scientists, interethnic marriages, etc). Speaking in several foreign languages has become today's key to

success in the professional, and personal, sphere. Therefore, multilingualism that becomes an significant factor in social mobility and causes the intent of language education to shift. Now proficiency in language is not a target goal anymore. The purpose is to bring up multilingual personality of a new type. In order to build up multilingual personality multilingual education has to be implemented into National Educational system. Let's face that implementation of this educational system takes a huge amount of effort and time. For the first step the attention should be paid into method of teaching L2. Content based approach of teaching foreign languages is considered to be the most appropriate method to achieve our goal and alternative variant for multilingual education.

Multilingual education: Multilingual education typically refers to "first-language-first" education, that is to say, mother-tongue-started education and transitions to foreign language . Since English is distributed worldwide, education mostly aims to teach English but also includes national languages and minority languages. Through education languages are taught, preserved, and improved. Schools should provide lots of opportunities for multilingualism because of the amount of hours and years children spend in school . For minority language speakers or low status languages, multilingual education that aims to preserve and improve the first language along with other languages is correlated with the best results not

only in the L1 but also in the L2 and other curriculum areas. Meta-analysis of longitudinal findings on minority children in the United States published by Genesee and Riches (2006) indicates that students receiving some primary-grade L1 reading instruction are at least at the same level quality and even higher success rates in L2 reading in some cases than learners with similar linguistic and cultural backgrounds who did receive only initial English literacy and instruction. Mohanty (2006 ) points out that psychological and educational social aspects exist benefits if the first language and other languages in India are preserved. In addition to this, UNESCO promoted multilingual education for these reasons:

- It sets stable base for learning
- It improves learning outcomes while encouraging dialog and interaction with improved contact and cooperation between learners and teachers comprehension
- By stressing comprehension and imagination rather than repetitive memorization, it increases the standard of education

### Stages of an MLE Program

A broad understanding of the MLE programs (UNESCO, 2003, 2005 ) indicates that teaching should take place in the following stages:

- Phase I-The learning takes place entirely in the home language of the child

- Phase II-developing mother-tongue fluency. Oral introduction L2.
- Phase III-oral fluid buildup in L2. Literacy introduction on L2.
- Phase IV-lifelong learning using both L1 and L2.

In case of Uzbekistan Russian – Uzbek or English – Uzbek classes could be implemented from nursery schooling. However, a big issue would be a great obstacle on this way. Firstly, educators and teachers must be educated in a multilingual/ multicultural environment. Consequently, there is lack of multilingual teachers. This leads to the second issue that teachers should be given appropriate training to enable them to teach in the mother tongue of learners (L1) and in the second language (L2). These changes should be made step by step as it takes long time and foundation. As some researches show that the one of the proper way of implementing multilingual education is Content Based Approach or Content Based Instruction. A strategy aimed at ensuring the 1 + 2 formula (i.e. knowledge of two additional languages in addition to the first language) involves the combination of early exposure to the first additional language, both through conventional formal training and additional hours of integrated language and content ( Perez-Vidal,2009 ). Today, academic institutions can enhance communication skills in several languages by three obvious means: firstly, through CLIL and ICLHE ; secondly, through the

organization of group exchanges; thirdly, through the use of the Internet to link local learners to learners from various countries ( Prieto – Arranz, et al. 2013 ). Consequently, in case of Uzbekistan, firstly implementing Content Based Instructions in teaching languages is considered a proper first step to creating multilingual environment and personality.

Content Based Approach or Content Based Instruction:

Content-based teaching has become increasingly common in recent years as a way of learning linguistic skills. Lyster (2011 ) defines the word CBLT as "an educational approach in which non-linguistic material, including topics such as social studies or mathematics, is taught to students through the use of a language that is not their first language, so that when they are already learning curriculum content, they also learn a foreign languages". Lyster ( 2011 ) continues, Although the use of a second language to teach content is no stranger to the educational landscape, content-based language teaching (CBLT), which combines language teaching and subject learning, stands out as a highly effective and efficient way to funnel resources towards language acquisition without placing further pressure on an already heavy school curriculum. It has strong ties to project work, task-based learning and a comprehensive approach to language instruction and has become increasingly popular within the secondary education field of state schools. Students are focused on learning about something during the lecture. From

a serious science subject to their favorite pop star, or even a topical news story or movie, this could be anything that interests them. Using the language they are learning to learn, rather than their native language, they learn about this subject as a method to gain awareness and thus improve their language skills in the target language. It is considered to be a more normal way of learning language capacity and one that more closely relates to how we learn our first language originally.

What does a lesson on content-based instruction look like?

Stoller (2002) lists eight practices that allow for natural content integration:

- Extended input, practical output, and language and content understand feedback.
- Gathering, processing and reporting of information Integrated skills (use of reading , writing , speaking, and listening in natural classroom activities)
- Task-based activities and project work, enhanced by the principles of cooperative learning, Strategy training (to produce strategic learners more metacognitively).
- Strategy planning (to develop strategic learners with greater metacognitivity)
- Visual help (i.e. photos, maps, language ladders etc.)

- Guidance on contextualized grammar
- Culmination of synthesis activities (written and oral knowledge shown)

The creation of a CBI lesson can be approached in many ways. This is one way to go:

Preparing

- For classes, select a subject of interest.
- Find three or four appropriate sources addressing different aspects of the topic. These may be web pages, reference books, lecture audio or video, or even actual people.

While having the lesson

- Divide the class into small groups and assign a small research task to each group, and use a source of knowledge to help them accomplish the assignment.
- And after they do their work they form new groups with students that use other sources of information and exchange and compare their information.
- There will then be some output as the end result of this knowledge exchange which may take the form of a community report or some kind of presentation.

F.ex, instead of teaching that bun is bulochka in Russian or bread is xleb, in content based approach it would be “ Russian cuisine” and all of the vocabulary

related this topic. Giving the grammar topic would be contextualized as well, like

What food would you rather eat in Russian cuisine

I would rather have .....

I would rather not have..... ( Just tell that it's synonym of prefer )

By these questions and answers students can easily understand and use the structure Would Rather without any grammatical explanation. As well as use different vocabulary from the lesson.

Some issues which can be found in CBI:

- In monolingual classes in particular, overuse of the native language of the students during parts of the lesson can be an issue. Because the lesson isn't explicitly focused on language practice students find using their mother tongue much easier and faster. Seek to share with students the reasoning and clarify the benefits of using the target language rather than their mother tongue.
- It can be difficult to find sources of information and texts that can be understood at lower levels. Even the exchange of information in the target language may cause significant difficulties. One way around this at lower levels is either to use texts in the students ' native language and then get them to use the target

language for exchanging information and end product, or to use texts in the target language

## CONCLUSION

In this article we have highlighted that multilingual language skills enables people to communicate and work adequately in different circumstances, especially in academic achievements and social purposes. We have noticed the contribution of Content Based Approach of teaching foreign languages to the promotion of multilingualism. It seems to be motivating for both teachers and learners. While for the teacher and the students CBI can be both stressful and hard, it can also be very energizing and gratifying. The degree to which you adopt this approach may well depend on your students' desire, the institution you work in and the available resources within your environment. Try to get the students in there. Get them to help you decide which topics and topics the lessons are based around and find out how they feel compared to your usual lessons. They'll be the test of your performance in the end. The existence of some trends in the process of implementation of these learning methods are true, however languages for everyone and national competitiveness for everyone.

## REFERENCES

1. Baker, C. (2007). Becoming bilingual through bilingual education. In P. Auer & L. Wei (Eds.), Handbook of multilingualism and



- multilingual communication (pp. 131–52).  
Berlin, Germany:De Gruyter.
2. Genesee, F., & Riches, C. (2006). Literacy: Instructional issues. In F. Genesee, K. Lindholm-Leary, W. M. Saunders, & D. Christian (Eds.), *Educating English language learners: A synthesis of research evidence* (pp. 109–75). New York, NY: Cambridge University Press.
3. Lyster, 2011, as cited in Teacher’s handbook, Judith L. Shrum Eileen W. Glisan Virginia Polytechnic Institute and State University (Emerita)
4. Mohanty, A. K. (2006). Multilingualism of the unequals and predicaments of education in India: Mother tongue or other tongue. In O. García, T. Skutnabb-Kangas, & M. E. Guzmán (Eds.), *Imagining multilingual schools* (pp. 262–83). Clevedon, England: Multilingual Matters.
5. Perez – Vidal , “ The integration of content and language in the classroom: A European approach to Education “, Madrid, 2019.
6. Prieto – Arranz , Juan Garau, Jacob K, “ Re - imagining cultural identity: transcultural and translanguagual communication in virtual third space environments”, 2013
7. UNESCO Position paper “Education in a Multilingual World”, 2003; and from main findings of the email consultation on Early Childhood Care and Education and mother

tongue instruction in a bilingual/multilingual education approach, 2012

