

## THE TEACHING METHODS LIKE CONTENT-BASED AND TASK-BASED INSTRUCTIONS IN TEACHING ENGLISH CLASSES

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*Abstract:*

This article explores the efficacy and implementation of content-based and task-based instruction methodologies in English language teaching. Content-based instruction (CBI) integrates language learning with content learning, aiming to enhance linguistic competence through the study of subject matter.

*Key words:* methods, content-based instruction (CBI), task-based instruction (TBI).

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### **Introduction.**

In the realm of English language teaching, content-based instruction (CBI) and task-based instruction (TBI) stand as two prominent methodologies. CBI involves integrating language learning with the exploration of meaningful content areas such as history or science, promoting language proficiency alongside knowledge acquisition. TBI, on the other hand, emphasizes practical language use through real-world tasks, fostering communication skills and fluency. Both methods strive to enrich students' understanding and command of the English language in versatile contexts, offering impactful pathways for language acquisition and application.

### **Main part.**

Rebecca Oxford assumes them as integrated –skill instructions which enhance learners' performance in all language skills. According to her, "The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, text books, and technologies for the ESL or EFL classroom" [1, 79].

Content-based Learning is a type of education in which pupils are taught the substance of the information they will acquire. This style of learning encompasses all language skills and gives language learners with specific information that is tailored to their requirements. Language is viewed as a tool or medium for acquiring information about other things, demonstrating its use immediately. An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When learners study math or science and other social studies using English as the medium, they are more intrinsically motivated to learn more of the language. Content-based language instruction is beneficial at all levels of skill, but the content must be appropriate for the level of skill. The content for beginners generally consists of basic social and interpersonal communications skills, but as

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the content progresses, it may get increasingly academic and sophisticated. The Cognitive Academic Language Learning Approach (CALLA), created by Chamot and O'Malley, shows "how language learning strategies can be integrated into the simultaneous learning of content and language. There are three common models of content-based learning:

- theme-based,
- adjunct,
- sheltered

The theme-based model may comprise themes such as global crime, membership, society, health and so on may be included in the model. The chosen themes should appeal to learners' interests and motivate them. This content-based education style is extensively utilized and most textbooks are still designed using it. If you conduct your lessons due to adjunct model, you have to teach your students language and content separately but you should coordinate them carefully. In the sheltered model, the foreign language teachers should simplify the subject in accordance with students' English proficiency level" [2, 57]. The content of language classes has become increasingly rich in recent years as a result of advances in technology. With the use of films, visual aids, graphics, and hypermedia technology, the contents have become more meaningful and cognitively accessible for the learners. "Short tales are also important, and short tales can act as a bridge to subject for students in CBI courses who are at a lesser level. In addition to videos, visual aids and short stories, trivia can also serve to ease the transition from regular language classes to content-based classes", as Wallace describes [3, 49].

In task-based instruction, tasks are main elements to engage learners in various activities. What is a task? A lot of definitions are given for this word. But, Watkin's view defined this notion completely:

- "meaning is primary,
- learners are not given other people's meanings to regurgitate,
- there is some sort of relationship to comparable real-world activities,
- task completion has a priority,
- the assessment of tasks are done in terms of outcome" [4, 152].

Task-based training arouses students' interest in language learning. It offers a diverse range of activities to learners and creates a welcoming environment in which they may practice their linguistic skills. Projector problem-solving is one of these activities, but each one should have its own goal, substance, context, and consequence. By participating in these activities, learners interact with each other. Interaction helps them to develop their language acquisition. As with content-based instruction, a task-based approach aims to provide learners with a natural context for language use. Content or theme-based instruction and contemporary teaching approaches such as content and task-based ones, which are all applications of the communicative approach at vocational colleges, are two ways to achieve the focus on meaning. Content and language integrated learning presume that learners' linguistic competency will be enhanced as a result of a greater amount of target language exposure. Among most favorably influenced by this kind of learning is the learner's lexicon. Through receiving FL input in different content subjects learners acquire more profound knowledge and specialized terminology for their future profession. But we should take into consideration that at vocational colleges we teach 1) general English and 2) specialized English. At the same time, content-based instruction, which aims to employ socially relevant topics, is an

attempt to connect pupils with the world in which they live. As a result, this instruction may also be employed in academic lyceums to teach/learn English. Basic pair work and group work are frequently utilized in task-based education to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. At higher skill levels, tasks get increasingly complicated. Beginners, for example, would be asked to introduce each other and provide one piece of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university or a shopping mall. Using content from other disciplines in language courses is not a new idea. For years, specialized language courses have treated content relevant to a particular profession or academic discipline. So, for example, the content of a language course for airline pilots is different from one for computer technicians. This is usually thought of as teaching a language for specific purposes. In an academic setting it might be called teaching language for academic purposes. Other examples of language programs that use specific content to teach language to adults are programs that teach workplace literacy for adult immigrants and competency-based programs, which serve the same population. In the former, adult learners learn at their workplace to read and write about content that relates to what they need in their work environment, for example, being able to read technical manuals. In content-based instruction, adults learn language skills by studying vital life-coping or survival skills such as filling out job applications or using the telephone.

Wallace proposes six types of tasks as the basis for TBI. They are followings:

1. "Listing tasks: For example, students might have to make up a list for the recipe of a meal
2. Sorting and ordering: Students work in pairs and sort out the mixed words about food and drink.
3. Comparing: Students compare two pictures and define the difference between them.
4. Problem-solving: Students find out the ways of combating with the social problem given by the teacher.
5. Sharing personal experience: Students debate their opinions about an ethical or moral dilemma.
6. Creative tasks: Students design their dream house and do it orally" [5, 39].

**Conclusion.**

In conclusion, both content-based instruction (CBI) and task-based instruction (TBI) offer valuable approaches to teaching English. CBI integrates language learning with meaningful content areas, while TBI emphasizes language use in practical tasks. These methods provide students with opportunities to develop language proficiency, practical communication skills, and a deeper understanding of English in real-world contexts. By incorporating both CBI and TBI into English language classes, educators can create engaging and effective learning environments that cater to diverse learning styles and promote comprehensive language acquisition.

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