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Teachers' Perspectives on Content-based Instruction in English at a Higher Education in Korea

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The purpose of this study is to investigate teachers' perspectives on content-based instruction (CBI) in English at a higher education in Korea. Based on the assumption that content-based instruction programs could be successful if teachers were actively involved not only in transmitting the content knowledge but also in students' development in the second or foreign language competence, the study explores teachers' treatments of language in relation to the students' language development in CBI classes. Research questions were related to five areas such as (1) the goals of CBI programs, (2) difficulties in CBI classes, (3) the use of native language, (4) teaching strategies and techniques, and (5) factors that affect the success of the CBI programs. Data gathered from 24 college instructors from a large university located in the metropolitan city of Korea. Results of the study indicated that college instructors of CBI programs had keen interest in developing students' language competence, experienced difficulties in designing course syllabus for mixed leveled group of students, rarely used Korean in class and used successful teaching strategies. Also factors needed to improve the CBI programs were recommended at the end of the study. Results of the study implied that teachers needed to be more aware of the students' learning process of English and to be more communicative with students in English in class. Further studies were needed in relation to the CBI courses for students of different age levels.

[Content-based instruction/teaching strategies/techniques/perspectives]

I. INTRODUCTION

Teaching content courses in English has drawn wide interest among Korean colleges and universities in Korea in the last decade; but few reports have been proved successful.

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For the instructors who teach content courses in English but without any background knowledge or skills of language teaching may face various problems. Many express that they feel stressed and struggle to use English in class. The instructors often fear not only their own language proficiency in English, but also lack of teaching skills and strategies in using English for enhancing and utilizing the knowledge to complete academic tasks (Snow, 2003). Teaching of content courses in English for this study refers to the same meaning as content-based instruction (CBI) in the TESOL field.

When teachers teach such content courses in English, they are indeed forced to play a dual role to transmit the content knowledge and to incorporate students' language learning within their specialist subject. One wonders why these college instructors have to face such duel or even multiple roles in their teaching beyond their own content areas. The instructors might not be able to suit the needs of students and the society where the country's global endeavor requires the use of English as the medium of communication.

The implementation of teaching content courses in English would indicate the need to consider both teacher and student attitudes to the learning process, and to explore better teaching methods and strategies for continuous improvement in students' learning. Not only students' progress of the academic competence and knowledge is of main concern to the teachers, but also students' progress in the foreign language learning requires additional concern to the content teachers.

Because many Korean universities are developing their own programs for teaching content courses in English in order to stay competitive as global universities, it is important to identify both the strengths and weaknesses in such content course program. This study was initiated to make a positive contribution by helping to ensure that both professors and students are benefitting from a well-conceived and well-managed program. The study involved a survey on the college instructors' perspectives toward content courses in English and intended to identify the goals of the content courses and solicit their classroom experiences, comments and recommendations regarding implementing a productive content course program in English. The results of the study cannot be generalized to all college instructors in Korea, however, because the study focused on a small number of CBI instructors at a university.

II. BACKGROUND OF THE STUDY

1. Issues related to content-based instruction

In language teaching, CBI refers to the integration of academic content with language teaching objectives. In CBI, the subject matter is used as the content for language

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learning and maximizes language learners' exposure to the second or foreign language (Wesche & Skehan, 2002). CBI has drawn wide interest in teaching of English as a second or foreign language especially since 1980s in the United States where ESL students can learn both English and content course subject at the same time (Snow, 2001).

The term, content-based instruction (CBI), has been understood differently depending on the subject, skills and strategies, purposes, educational setting and the target population: Language for Specific Purposes (LSP), Vocational English as a Second Language (VESL), English for Specific Purposes (ESP), English for Academic Purposes (EAP), Theme-Based Instruction (TBI) Languages Across the Curriculum (LAC) and even most recently in Korea, Teaching English in English (TEE). All share, however, a common point of departure: The use of subject matter for second or foreign language teaching purposes (Snow, 2001; Wesche & Skehan, 2002).

Scholars have proposed CBI models differently throughout the times. Snow and Brinton (1988) proposed the adjunct model as a part of CBI programs in which ESL courses are linked with content courses for better integration of the reading, writing and study skills necessary for academic success at the university level. Snow (2003) summarized several models of CBI depending on the subject, skills, purposes and educational setting: They are total immersion, partial immersion, sheltered model, English for academic purposes, adjunct model, theme-based courses, and language classes with using content for language practice. Total immersion is the strongest version of content-based instruction. In this model, content plays the major role in the learning process and the primary goal of the class is mastery of the subject matter (Brinton, Snow, & Wesche, 1989). In such a program, language learning is viewed as a byproduct while learning content knowledge (Genessee, 1987; Johnson & Swain, 1997). For example, ESL students in US colleges who take regular courses from native speakers would belong to total immersion program. The sheltered model refers to such foreign language immersion programs in which the school is taught through the foreign language (Genesee, 1987; Harley, 1993; Krueger & Ryan, 1993; Met & Lorenz, 1997; Stryker & Leaver, 1997). Although the content courses taught in English in Korea are not taught by native speakers of English but by Korean speakers of English, the Korean programs can belong to the sheltered model. On the other pole of CBI models, there is a typical language class with frequent use of content for language practice.

2. The roles of language and content

Studies have suggested that if any CBI course is to be successful, the students needed to meet the threshold level of language proficiency which is the essential academic skills

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in the CBI class (Brinton, 2003; Grabe & Stoller, 1997; Kasper, 2000; Mohan, 1986; Ruddell, 2005; Snow, 2001). Where language is used as the medium of instruction to convey information and as a vehicle for accomplishing a set of content goals (Brown, 2007, p. 55), students struggle to master new concepts and conceptual skills through a language in which they have limited proficiency. Students may face additional but very crucial difficulties if the content course instructor is not fluent enough to teach the course in the foreign language (Han, 2001; Park, 2010). If the instructor speaks with the same native language as students, however, the students may be able to receive any necessary help from the instructor because the instructor can share the knowledge of students' native language and other cultural concepts with the students (Braine, 2010; Min & Forman, W. 2010).

Content plays as the pivotal role for learners' cognitive development, meaningful communication, motivational and cognitive basis for language learning (Brinton, 2003; Snow, Mat & Genessee, 1989). Content learning in a CBI class involves comprehending meaning and associating language forms, meanings, and functions in different contexts. Students can learn the second or foreign language in a meaningful way where they can focus on subject matter that is important to their lives (Brown, 2007; Brinton, 2003; Snow, 2001; Snow & Brinton, 1988). Through content learning, students need to develop academic competence in learning as they learn the second or foreign language while being exposed to the language naturally (Adamson, 1993).

The advantages of a CBI course can serve several purposes in the class: Content provides rich contexts and comprehensible input according to Krashen's term for the language classroom so that students can be exposed to varieties of language features and skills (Brinton, 2003). Students will enhance language acquisition as they are exposed to meaningful involvement in relevant content (Brown, 2007). Brinton (2003) emphasized that how language and content provide complementary aspects of the curriculum and how the input-rich environment of the CBI classroom can lead to successful language acquisition.

3. Research Findings

Various CBI reports and studies have been published widely since the 1980s covering the programs with different age levels. If studies related to bilingual education or immersion programs in the 1970s in the United States and Canada can be included to CBI studies, there will be many more studies to count (Rossell & Baker, 1996). Even studies aiming at college level programs alone are abundant (Genesee, 1987; Harley, 1993; Krueger & Ryan, 1993; Met & Lorenz, 1997; Rosenthal, 2000; Stryker & Leaver, 1997; Wesche & Skehan, 2002).

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Grabe and Stroller (1997) pointed out that many studies have attempted to investigate existing programs and as a result, theories have drawn heavily from the interpretation of patterns of CBI programs and research in related fields. Classroom processes were analyzed in comparison with other content areas, and teaching concepts and models were examined within and across programs. Wesche and Skehan (2002) concluded the results of CBI related studies indicated that successful programs respect the 'particularities' of each context, and shared issues arise in implementing and maintaining CBI programs over quite 'diverse contexts'.

The research findings have shown that successful CBI programs have brought students' second or foreign language development positively and positive attitudes toward the learning content knowledge through the second or foreign language (Genesee, 1987; Grabe & Stroller, 1997; Harley, 1993; Krueger & Ryan, 1993; Met & Lorenz, 1997; Rosenthal, 2000; Snow, 1997). In order to make a CBI program successful, however, the program needs highly committed teachers and students so that both parties can participate in the classwork along with well-prepared curriculum. For example, students' language proficiency may be a big obstacle for students to understand content knowledge and to develop language skills (Mohan, 1986). Students' lack of language proficiency may inhibit students' language competence as well as academic competence in the end(Adamson, 1993; Brinton, Snow & Wesche, 1989; Johnson & Swain, 1997).

III. METHOD

The aim of the study were to investigate the teachers' views on the success of CBI courses in English at a university and their attitudes toward CBI strategies and techniques, and to propose a teaching design for good CBI teaching strategies and techniques. Content courses taught in English (CCE) refer here to the CBI courses taught in English by Korean faculty members at a university. And, English is used as the medium of communication in class 80% of the class time.

In order to examine teachers' views on CBI courses in English and teaching strategies, the study began with the following questions: (1) What were the CBI goals at the university? (2) What were the difficulties that teachers experienced in teaching CBI were? How did they overcome such difficulties? (3) When did the content teachers in English use Korean and why did they use it? (4) Did successful content teachers in English use different strategies from other courses that were taught in Korean? If they did, why did they do that? (5) What were the factors that successful CBI classes would have, and what were the teaching strategies and techniques that successful teachers might use?

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The study proceeded first to examine the teachers' needs of the content courses in English at a university. A survey questionnaire was delivered to thirty-nine college instructors who taught CBI courses in English or planned to teach such courses in the near future. Twenty instructors responded to the survey. Once the survey was conducted, four instructors were chosen randomly for in-depth interviews.

1. Contexts

University A is located in the metropolitan city of Korea and has offered about forty content courses in English a year in the last decade. Subjects of the content courses in English varied from liberal arts related courses to engineering fields; e.g., some of these courses are 'Introduction to Information Services', 'Applied Exercise Physiology, 'Automatic Control', 'Digital Signal Processing and Design', 'Computer Graphics', 'Syllabus for Knowledge Management', 'Government Reform', 'Theory of Real Estate Economy' The instructors were required to use English as the means of communication in class up to 80 percent of class time. Instructors' oral English proficiency level ranges from high-intermediate to advanced. These content courses in English were always evaluated highly by the students each year: All classes were evaluated above 4 points out of 5 points on a scale in 2011. Below is a brief description of typical classes

In a business English class, instructor A earned three degrees (i.e., bachelor's, Master's, and doctoral degree) from American universities, used fluent English to his junior year students in the CCE class. He tried to use English all the time in class. Other than content-related issues or course subject, however, he was rather flexible using Korean with students. The students had mixed levels of English language proficiency. It was a three-hour credit course where students met twice a week for fifteen weeks per semester. Before the semester started, the instructor designed the teaching syllabus with various group activities and project work for the students. The students had to solve the problems together or planned some projects in class. Once the class work was over, the instructor gave extra points to the group which accomplished the assigned project successfully. During the group work, the instructor visited each group, answering any questions or helping students. With regards to language related activities, students watched video clips relating business world, and practiced English language skills with group members while solving quizzes together.

On the other hand, in an engineering college, instructor B taught an engineering course relating computer communication system and design for junior-year students. His English oral skills was somewhere high-intermediate to advanced level. He gave a quiz in English before the class and then gave a lecture in English about computer system and design. It is a three-hour credit course where students met twice a week for fifteen weeks

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per semester. Students' English language proficiency varied, but mostly belonged to the lower level. Students' listening or speaking skills were so low that instructor B had some difficulties in helping the students to understand. For example, he tried to explain the meaning of words in English, repeatedly, five times at most. When he felt that students did not understand what he meant, however, he explained it in Korean. Though the instructor had some difficulties in teaching the course in English, he felt his course was successful because the students seemed very interested in English and motivated in using or understanding English after his teaching.

2. Instrument

Data for the study was collected through survey questionnaire and written interviews. The survey questionnaire included five multiple choice questions related to teachers' views and needs for the class, and open-ended written comments. As for the written and oral interviews, four instructors were chosen randomly and interviewed using written questionnaires after the 2011 academic year was over. Topics were related to teaching experiences, strategies and techniques, difficulties that the instructors faced in class and the ways to overcome such difficulties (See Appendix II). Also additional oral interviews were conducted to clarify any unclear responses from the interviewees.

3. Needs Analysis

In order to find out teachers' views on teaching content courses in English, a survey was delivered to thirty nine instructors who have taught content courses in English for a certain period of time or planned to teach them in the near future at the university. Out of those, only twenty responded to the survey, showing 51.3 percent responding rate (Table 1). Data was analyzed according to the frequency and percentage of each type of responses.

The survey questions included three areas: (1) What were the goals of content courses in English? (2) On what occasion was Korean used in class, and why was it used? (3) What were possible support systems or resources that the instructors needed to teach content courses in English?

1) Participant composition

The survey questionnaires were given to thirty-nine instructors who have taught content courses or planned to teach CBI courses at the university. Only twenty instructors responded to the survey. The survey respondents represented five different

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academic fields such as liberal arts(n=9), natural science(n=5), engineering(n=3), business(n=2), and social science(n=1). Table 1 illustrates the number of participants and responding rate to the survey in the study.

TABLE 1

Participant Composition and Responding Rate to the Survey

Subject Areas	Liberal Arts	Natural Science	Engineering	Business	Social Science	Total (%)
Number of Participants	9	5	3	2	1	20 (51.3%)
Total Number	15	7	7	5	5	39 (100%)

2) The goals of content courses in English (CCE/ CBI)

Regarding the CCE goals, 'to increase students' English ability' was chosen most by the teachers as shown in Table 3. Instructors' second choices were 'to increase school's competitiveness' and 'to increase cross-cultural awareness.' Instructors' third choice relating the goals of the course was 'to recruit international students to the university,' and their last choice was 'to set up a global image for the university.' This means that most instructors offered the CCE to increase students' English ability and had interest in students' learning English. Then, one can raise a following-up question: 'What kind of help did the instructors extend in helping students to increase their English ability?' Another question that may be asked is, 'What kind of background knowledge or teaching experience in teaching of English as a foreign language did the instructor have?'

TABLE 2

Teachers' Choice as for the Goals of CCE Classes

Goals	*n* (%)	Rank Order
To increase students' English ability	12 (41.4)	1
To increase school's competitiveness	5 (18.0)	2
To increase cross-cultural awareness	5(18.0)	2
For international recruitment	4 (13.8)	3
To set up global image	3 (10.3)	4
Total	29 (100)	

3) The use of Korean in CCE class

The instructors in CCE classes used Korean on different occasions during the class. Table 3 indicates the occasion when the instructors used Korean in class most. The instructors used Korean most in class when explaining difficult concepts (32.7%). The instructors used Korean in class when they introduced the new course materials (15.4%)

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and when they defined new terms (11.5%). The three most frequently chosen factors were related to the concepts or content knowledge of the course, and implied that the instructors were afraid of using English when they dealt with concepts and content knowledge, or tried to help students to build up cognitive structure for the purpose of content learning.

The instructors used less Korean in class when dealing with the occasions related to class management activities, such as summarizing the content materials, checking the students' comprehension, evaluating students' understanding, or explaining class regulations (9.6%, 7.7%, and 5.7%, respectively).

TABLE 3
Most Appropriate Time to Use Korean in Class

Appropriate Time to use Korean	Numbers (%)
When explaining difficult concepts	17 (32.7)
When introducing new material	8 (15.4)
When defining new terms	6 (11.5)
When helping students feel more confident and comfortable	5 (9.6)
When summarizing material already covered	4 (7.7)
When checking for students' comprehension	4 (7.7)
When assessing and evaluating	3 (5.7)
When explaining class procedure or regulations	3 (5.7)
When telling a joke	2(3.8)
Total	52 (100%)

4) Reasons to use Korean in CCE classes

The instructors in CCE classes had different reasons to use Korean in class as shown in Table 4. The most preferred reason was that the instructors themselves feel more comfortable in using Korean because it was their native language (40%). Next was that the instructor believed students understood the content knowledge better in Korean (32%). It was not clear that whether the instructors were afraid that students would not understand the content knowledge if it was explained in English.

TABLE 4
Reasons to Use Korean in Class

Reasons	*n* (%)
Because I'm more comfortable	10 (40.0)
Because students understand content knowledge better in Korean	8 (32
Because I can help students understand me better	2 (8.0
Because I'm less stressed	2 (8.0)
To save class time	1 (4.0)
You shouldn't use Korean at all	2 (8.0)
Total	25 (100%)

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5) Needs of School's Support System or Resources

When the instructors were asked about any support system or resources from the school that they might need, the instructors wanted 'teacher training' most (24.2%). Following teacher training,' the instructors chose, instructional manual, translation services, and writing clinic (12.1%).

Even some instructors responded that they did not need any help from the school (9.1%). Since their reasons were not indicated on the questionnaire, it was undefinable to fine out the reasons. Instructors' additional choices indicated tutoring services, resource center, language clinic and editorial help with their English writings. Even an instructor wanted incentive system for teaching CCE classes from the school.

TABLE 5
Support System or Resources Needed to Lecture in English

Support System/Resources Needed	*n* (%)
Teacher training	8 (24.2)
Instruction manual	4 (12.1)
Translation services	4 (12.1)
Writing clinic	4 (12.1)
No need at all!	3 (9.1)
Tutoring services	3 (9.1)
Resource center	3 (9.1)
Language clinic	2 (6.1)
Editorial help	1 (3.3)
Incentive system	1 (3.3)
Total	33(100%)

4. Interviews

In order to explore the teachers' perspectives toward the content-based instruction in English at a higher education, written questions were sent out to four CCE instructors at a university, and oral interviews were followed for additional information or clarification at the end of Fall semester, 2011. Four interviewees were chosen randomly and were met with the researcher individually in the classroom. During the interviews, the participants displayed a sense of confidence and self-esteem as content teachers in English

Written questions were divided into two areas; teaching strategies and techniques in CCE classes, and successful factors needed for CCE classes (See Appendix II). Questions were divided as in the following: (1) What were the CCE goals at the university? (2) What were the difficulties that teachers experienced in teaching CCE were? How did they overcome such difficulties? (3) When did the content teachers in

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English use Korean and why did they use it? (4) Did successful content teachers in English use different strategies from other courses that were taught in Korean? If they did, why did they do that? (5) What were the factors that successful CCE classes would have, and what were the teaching strategies and techniques that successful teachers might use?

1) Participant's composition

Four college instructors of CCE classes were chosen randomly for written and oral interviews after the survey was conducted from three areas such as liberal arts, business and engineering. Table 6 shows the background information on the participants.

TABLE 6
Participants' Profile I

Interviewee	Academic Field	Age	CBI Teaching Experience (Yrs.)	General Teaching Experience (Yrs.)	ESL Living Experience (Yrs.)
A	Business	41	5	8	10
B	Engineering	62	5	25	1
C	Liberal Arts	50	10	15	6
B	Liberal Arts	59	20	24	10

As table 6 indicated, participants for the written interviews differed from each other with regards to their teaching and living experiences in English. Their age level also varied from in their 40s to 60s.

As Table 7 shows, instructors were similar in three areas regarding teaching syllabus and skills. Three instructors, i.e., 'A,' 'B,' and 'C,' organized teaching syllabus on student-centered basis. They were very interactive with students in class. Also, their oral English language proficiency was advanced.

Regarding the course emphasis on the content knowledge and language skills' in class, instructor A and C emphasized content and language skills equally while the other two (instructor B and D) emphasized content over language skills.

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TABLE 7

Participants' Profile II

Interviewee	Teaching Style	Class Inter-action	T's Oral Language Proficiency	Content Vs. Language	Students' Evaluation
A	Student-centered	Very active	Advanced	50:50	4.44/5.0
B	50:50	Medium	High-advanced	80:20	NA
C	Student-centered	Very active	Advanced	50:50	NA
D	Student-centered	Very active	Advanced	80:20	4.39/5.00

2) Instrument

Data for the study was collected from written interviews. The questionnaire included the background information about the teachers, their teaching methods and strategies in general, and teachers' English speaking ability. Written interviews were conducted through 16 open-ended questions related to the problems in the content courses in English and the ways to solve the problems, methods and strategies the teachers use, the degree of the use of Korean in class, and teachers' views on the course and students' progress in the course (See Appendix II).

IV. RESULTS AND DISCUSSIONS

1. Goals of the CCE courses

Since the school allowed the CCE instructors to set their own goals of the CCE classes, the instructors who were interviewed set their own goals for the CCE courses. The instructors set separate goals related to the development of language skills. Table 8 shows the summary of the goals of CCE classes that the four instructors set.

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TABLE 8
Instructors' Own Goals of the CCE Classes and Self-evaluation

Instructor	Goals of CCE classes	Success Degree (%)
A	- Building confidence in English - Learning English for communication purposes	85-90%
B	- Building confidence in English	50%
C	- Improving English skills	NA
D	- Developing communicative competence in English	80%

As Table 8 indicated, the goals of CCE classes of four courses were related to building confidence and to improving students' language skills. As for the instructors' viewpoints, two instructors, A and D, considered the CCE classes accomplished the goals successfully (from 80 to 90%). In an interview, instructor A pointed out that as for the goals of his class he tried to help students to use English correctly in class, not by mimicry-memorization activities or analyzing grammatical rules. When asked why he simply answered that

> When you learn a foreign language, you have to use it. You don't have to memorize the rules or words… I learned that way after I lived in the United States several years.
>
> (Excerpt -1-A-1)

The instructors were also asked to evaluate their courses, asking how well their courses' goals were achieved. Regarding the success rate of the goals' achievement, instructor A evaluated his course somewhere between 85-90% with the comment

> I was fairly satisfied with my CCE class… The students seemed to have taken the whole course work seriously and willingly. They followed the course work right as I planned it before the semester.
>
> (Excerpt-1-A-2)

On the other hand, instructor B felt he lowered his expectation of the success rate of the goals of the course up to 50%, because of his students' low level of language skills He reflected about his class and said that

> I was very happy that my students were very attentive in the class… But, I felt bad that students' English language skills were so low that they had difficulties in following the lecture.
>
> (Excerpt-1-B-1)

Instructor D believed that she accomplished 80% of her goals for the course believing that her emphasis on the use of English in class and the improvement of language competence helped students throughout the semester.

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2. Difficulties in teaching CCE at the university

Instructors had different difficulties in teaching CCE courses and attempted to solve the issues in different ways. Table 8 shows the summary of the responses concerning the difficulties that the instructors faced in class.

TABLE 9
Instructors' Difficulties in Teaching CCE classes

Instructor	Difficulties in Teaching CCE classes	Ways to solve the problems
A	Students' different levels of language proficiency	Focused on content and tried to explain it easily
B	Students' lack of knowledge of basic words in English	Used repetition exercises & translation
C	Students' different level of language proficiency & inactive participation	Used questioning strategy & group work
D	Students' inactive participation in class	Repeating exercises & Group work

Responding to the question about difficulties in class, instructors agreed that students' low level of language skills, mixed levels of language proficiency, and lack of motivation added difficulties to the class. Instructor A admitted his difficulties were drawn from students' different levels of language proficiency. He tried to focus on teaching content knowledge instead and to explain subject matters slowly and easily. Since students were mixed leveled groups of language proficiency, Instructor A could not design a teaching syllabus and teaching methods to suit the needs of every student.

Instructor B had difficulties in teaching students for they could not even understanding basic words in English. When asked how he tried to solve the problem, he replied that he explained difficult words repeatedly, at most five times, until they understood. And, if the students did not understand the meaning of words despite repetitive work, he used Korean to help students. Instructor B pointed out that

> Students' English proficiency was so low that most students seemed to have difficulties in following the course materials …Well, first, I tried to explain the meaning of words, at most, five times. If they didn't understand the content then, I explained the meaning in Korean.
> (Excerpts-2-B-1)

Instructor C had difficulties in teaching students with different language proficiencies and lack of class participation. In order to solve the problems, instructor C used questioning strategies so that students can answer or ask questions in English.

Instructor D added that difficulties in her class came from students' unwillingness to

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participate in the class work using English in class. In order to solve the problem, she tried to use group activities, however, this required a lot more extra time and effort on the instructor's part.

3. Ways to Motivate Students in Class

In order to motivate students instructors also used different approaches. For example, instructor A gave extra points to the students when they accomplished a class activity voluntarily. Instructor B tried to give praises and to encourage students to learn English when he thought students understood even about 50 percent of the English lecture.

Instructor C used a unique grading system which he believed was a good strategy to motivate students: He gave all students 100 points at the beginning of the semester. As the semester went on, he deducted minus points from 100 whenever the students missed assignment or made mistakes. Students were aware that their final grade is based on the results of the consequences of their learning activities in class. Instructor C also used communication strategies to interact with students. Regarding the grading system, instructor C mentioned that

> I gave all students 100 points at the beginning of the class. As the class proceeded any points that students lose or made mistakes not doing any homework, students would receive minus points from the 100 points. Students were very conscious of their loosing points by nature.
>
> (Excerpts-3-C-1)

Instructor D tried to offer more opportunities for students to use English through questioning strategies, group discussions or class presentation. Instructor D believed that the more opportunities were given to students to use English, the more motivated students were to get involved in class work.

4. Use of Korean in Class

Korean was rarely used in the interviewees' classes. Three instructors, A, C and D, did not use Korean at all when they dealt with content instruction. They used Korean, however, whenever necessary**;** for example, when students asked about issues other than the content issues, instructor A tried to use Korean to feel at ease with students. Instructor B used Korean when students did not understand the subject matter or difficult words despite repeated explanations in English. Instructor D used Korean in the first class of the semester only when he introduced the teaching syllabus and class procedure, adding, "students needed to understand the whole procedure of the course and course

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syllabus." She pointed out that students seemed to follow the class work better once they understood the course direction in Korean.

Instructor C used English all the time in class, and required his students to use English only in class as well. He doesn't believe in translation in the CBI class, saying

> Students should understand any content knowledge through English. That is the only way they can improve their listening skills and understand meaning of content knowledge.
>
> (Excerpts-4-C-1)

On the other hand, instructor B used Korean once in a while, because he felt that the majority of students had difficulty in understanding the course content through English.

> I feel so bad that my students had so limited language proficiency that most of them had difficulties in class. Besides, even content itself was hard for any Korean students to understand even in Korean.
>
> (Excerpts-4-B-1)

He also used Korean when he compared or corrected students' mistakes or misunderstanding of English words. He continued saying,

> Some students keep using wrong expressions in English or understanding English words differently from technical words related to engineering. I tried to explain the different usage in Korean to help the students to understand them correctly.
>
> (Excerpts- 4-B-2)

5. Teaching Strategies and Techniques

Although instructors used less varieties of teaching strategies and techniques in the CCE classes for this study, their teaching strategies and techniques were worthy of notice. Teaching strategies refer here to a set of specific teaching methods of approaching a problem or task for a particular end for specific groups (Brown, 2007). The instructors interviewed for the study used teaching strategies toward the integration of higher order thinking skills such as problem solving activities to engage college students more fully according to the definition suggested by Snow, Mat & Genessee (1989). Table 10 illustrates the summary of teaching strategies and techniques that the four instructors used in CCE classes.

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TABLE 10
Instructors' Teaching Strategies and Techniques in CBI classes

Instructor	Teaching Strategies	Techniques
A	- Watching video clips - Problem-solving activities - Group work - Use of 4 language skills	- Listening activities - Discussion activities - Class presentation - Use of short phrases - Giving extra points for good work
B	- Quizzes on content knowledge - Memorization of content items - Repeated explanation	- Used repetition exercises - Translation - Taking quizzes - Giving praises and rewards
C	- Questioning strategies - Individualized tutoring service - Watching class video repeatedly - Use of 4 language skills	- Questioning strategy & group interaction - Listening exercises - Use of deductive grading system
D	- Group work/project work - Presentation skills - Making a summary of content material - Use of 4 language skills	- Class presentation techniques - Taking notes -Writing out a summary

As Table 10 shows, instructors used teaching strategies base on the instructional principles that Brinton (2003) proposed. The instructors used teaching which reflected Brinton's principles as in their emphasis on content rather than language criteria, integrated language skills and students' active involvement in all phases of the learning process (Brinton, 2003). As a result, the instructors' classes engaged in problem-solving activities or group work, use of four language skills, and interactive group work. It was not clear, however, whether the instructors used authentic texts and tasks or chose content for its relevance to students' lives and interests.

Instructor A tried to use a variety of group work and project work. He planned such group work for students to share their experiences and knowledge with team mates. Each group decided a team leader and decided how to go about the group work at hand. Instructor A believed that group work helped the students develop leadership skills as well as language skills through interaction.

Instructor B gave quizzes before every class in order for the students to prepare before they came to class. He uploaded course materials and mock test items in advance on the class homepage. He believed that preview of the content materials attributed far more efficiently than review in class for successful learning. Instructor B pointed out that

> I tried to present technical terms and common phrases at the beginning of the semester so that students would understand the content knowledge easily, and I used those technical terms repeatedly throughout the semester. Also, I try to encourage students to give a

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> praise. For example, 'What I just said is the same meaning as that I used last week.' 'Now, you've understood it. You are so smart to understand what I've just said!'
>
> (Excerpts-5-B-1)

Instructor C stated that teachers needed background knowledge in teaching skills and strategies and how to implement it in class. Regarding the background knowledge and actual teaching strategies, instructor C expressed the following.

> There is a big gap between knowledge about teaching skills and actual teaching practice. In my teaching, I try to ask as many questions as possible so that the students will be aware that the class work is given for them but not for me… I use group activities and project work for students a lot. The reason I use these activities is that students will learn that they have to do their own learning by themselves. They have to be autonomous learner! The class has to be interactive and they have to learn through interaction, anyway.
>
> (Excerpts-5-C-1)

Instructor C recorded his lecture and uploaded it on the class homepage so that his students could go over the class work or when they did the homework. He expected students to be exposed to English at least five hours a week including the time for assignments.

Instructor D believed that interaction and communicative activities in class were the most important in teaching CCE. She used lots of group activities and project work both in and outside of the class. Students had to discuss and write in groups on a specific topic or project, and gave class a class presentation. Also, she provided summary notes about the content materials in advance so that the students were familiar with the topic in class.

6. Factors that Make CCE Instruction Successful

Factors that affect CCE classes can vary according to the school's curriculum, instructors, students and learning environment (Nunan, 2003). Instructors who were interviewed for this study pointed out that the success of CCE classes depends on various factors, but mainly on the instructors. Instructor C believed that success of CCE classes depended on the teacher's teaching skills and techniques rather than students' language proficiency. He said that

> I believe if the teacher is well prepared with teaching plans, skills and techniques, students will follow the class procedure naturally... Even if their proficiency level of language varies, students have to participate in the class work following teacher's careful plans about content, methods and techniques. After all, the class depends on the teacher's plans for the course.
>
> (Excerpts-6-C-1)

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Also instructors had keen interest in self-development on teaching strategies and techniques for CCE classes. They seemed to be interested in developing their professional development on their own rather than being dependent on any support system or resources from the school. The instructors believed that teaching and self-development depends on the faculty themselves. An instructor declared that "that's our job, and the sole responsibility of the faculty." This implied that the instructors were rather independent and autonomous learners themselves on their own teaching as Instructor C pointed out that

> It is very important to understand students' needs before the semester. Unfortunately it is not possible in our school system yet...So,, what I do instead, is to train myself through online training programs outside of Korea regarding teaching methods and techniques that can be well implemented in Korea.
>
> (Excerpts-6-C-2)

Also students' study needs need to be considered in order to develop successful CCE courses (Brinton, Snow & Wesche, 1989; Brown, 2007; Nunan, 2003). Instructors had difficulties as discussed in the earlier section because the courses were not arranged according to students' level of language proficiency.

V. CONCLUSION

This study has explored the teachers' perspectives on content courses taught in English as a higher education at a large university in a metropolitan area of Korea. The study examined theoretical perspectives on content-based instruction (CBI) first, surveyed teachers' perspectives on CBI courses second, and interviewed four instructors regarding CBI courses in order to find out teachers' perspectives on CBI.

In a survey questionnaire, it was found that college instructors viewed the goals of CBI courses as mainly to increase students' English ability. CBI courses allow the language use as in the use of English up to 80% of the class work and Korean up to 20%. Korean was used mostly when the instructors explained difficult concepts. And the main reason of the use of Korean was because they felt more comfortable using Korean.

Following the survey, interviews were conducted with four CBI instructors. As the results of the survey questionnaire, the instructors considered goals of CBI classes were to increase students' confidence in English and English language ability. Their reasons for using Korean turned out to be different from the results of the survey whereas the four instructors rarely used Korean in class. Difficulties that the CBI instructors had in

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class varied according to the students' level of language proficiency, lack of language skills and lack of students' motivation.

With regards to increasing students' motivation, instructors used deductive grading system, giving rewards and praises, questioning strategies and interactive group work. Successful teaching strategies were suggested from the study as in the use of a reward system, repetitive exercises, no use of Korean, testing techniques, watching video clips and discussions. It was also suggested that schools needed to provide students' needs analysis for CBI courses and to offer courses according to students' level of language proficiency, and encourage teachers' self-development programs toward the success of CBI programs.

As non-native speakers of English, Korean college instructors who teach CCE at a college may have underlying difficulties in terms of limited English language ability, culturally different educational experiences, effective teaching strategies or teacher training experiences (Han, 2001; Park, 2010). Nonetheless, many courses were taught by successful teachers who continued to challenge their limits and were well received by students who wished to learn content knowledge through English.

The study has some limitations that may lead to suggestions for future studies related to CBI programs. Since gathering data from college instructors was not easy, the study limited its realm to the smaller number of subjects. Also, since this study explored teachers' perspectives toward content-based instruction with a small number of CBI teachers, i.e., four college instructors at a higher education, further studies are needed to include larger number of subjects to generalize the results of the study. It would also be meaningful to compare teachers' perspectives with students' toward CBI courses in future studies. Further studies are needed to increase both qualities and quantities of teaching strategies and techniques in order to make successful CBI programs. As an instructor suggested in the study, however, the success of CBI courses lies on both groups, the teacher teachers and students, and it will happen when they work closely together.

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APPENDIX A

English Lecture Survey Questionnaire

Questions	Answers
1.What is your general field of study?	□ Liberal Arts □ Natural Science □ Engineering □ Business □ Social Science
2.What would your school gain in providing English content courses? (Choose up to 3 items)	□ To set up global image □ For international recruitment □ To increase students' English ability □ To increase school's competitiveness □ To increase cross-cultural awareness
3.It is appropriate to use Korean in an 'English lecture' … (Choose up to 3 items)	□ When explaining difficult concepts □ When introducing new material □ When defining new terms □ When helping students feel more confident and comfortable □ When summarizing material already covered □ When checking for students' comprehension □ When assessing/evaluating □ When explaining class procedure or regulations □ When telling a joke
4.I prefer to use Korean in class Because …	□ I'm more comfortable □ I can understand students better □ I can help students understand me better □ I'm less stressed □ To save class time □ You shouldn't use Korean at all
5.What support/resources would you need to lecture in English?	□ Teacher training □ Instruction manual □ Translation services □ Writing clinic □ Tutoring services □ Resource center □ Language clinic □ Editorial suite □ Incentive system

*Please feel free to place any additional questions or comments here:

APPENDIX B

Interview Questions

I. Short Answer Questions

Questions
1. Is your content course in English(CCE) teacher-centered or student-centered □ Teacher-centered □ Student-centered
2. How much did you interact with your students in class? □ Very actively □ Actively □ Rarely
3. Did you use group activities in your class? □ a lot □ often □ rarely
4. What is your oral English language proficiency? □ Beginning □ Intermediate □ High-intermediate □ Advanced
5. Write down your emphasis on 'content knowledge' and Language skills in your class (e.g., 100:0) [:]
6. Students' evaluated my CCE class as [/5.00]

II. Long Answer Questions

(1) In what way___? (2) What did you do to make your class successful? Why do you think it was the right thing to do? Please state your rationale.	(8) What did you do to motivate your students and to increase their participation in class? (9) When did you use Korean if you used it? (10) What were the difficulties that you have faced

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(3) What were the goals of your CCE classes? (4) Did you accomplish the goals for your CEE classes? (5) What were the most successful teaching methods that you used in your class? Why do you think they were successful? (6) What were the most successful teaching strategies that you used in your class? Why do you think they were successful? (7) What were the teaching strategies that you planned for your CCE classes that were different from other classes in Korean?	most in your class? And how did you solve the problems? (11) What were your teaching strategies to improve your students' English competence? (12) How much were your students changed after the semester? (13) In what way do you want to change or add to your future CCE courses? (14) How should you prepare to be a successful CCE instructor? (15) What are the possible supportive services from the school that you may need in your teaching of CCE courses?

Examples in: English

Applicable Languages: English

Applicable Levels: Tertiary

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