

Analysis of English Language Teaching Models in Improving English Language Skills for Students University

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Abstract

In this era of globalization, English has become a very important skill both for international communication and for academic and professional opportunities. The various models have been used to improve English language skills. Effective English learning relies heavily on implementing appropriate teaching models. Therefore, choosing the right teaching model is a key step in improving student learning outcomes. In this study, there are three frequently used English language teaching models will be discussed such as Communicative Language Teaching (CLT) focuses on developing learners' communicative competence through real-life interactions, Task-Based Language Teaching (TBLT) emphasizes learning language by completing meaningful real-world tasks and Content-Based Instruction (CBI) integrates language learning with subject matter, allowing students to acquire both language skills and academic knowledge simultaneously. The characteristics of this model will be discussed in improving English language skills at university level. Where each model has unique characteristics and advantages that influence its effectiveness in the English language learning context. The findings will offer practical insights for educators to ensure students graduate with a higher level of English proficiency essential for their academic and professional success.

Keywords: Teaching Model, English Language Skill, Students.

Introduction

English language skills are increasingly important for university students, especially in non-English speaking countries, where language skills are essential for academic and career success. Although English language teaching (ELT) has been integrated into university courses, the effectiveness of existing teaching models varies and many lecturers face the challenge of adapting their methods to meet the different needs of their students.

A model of language teaching refers to a structured approach or framework used by educators to facilitate language learning. It outlines specific methods, strategies, and principles designed to guide the teaching and learning process in a systematic way. Each model is based on different educational theories and objectives, addressing various aspects of language acquisition, such as grammar, communication, and practical language use. Common language teaching models, like Communicative Language Teaching (CLT), Task-Based Language

Teaching (TBLT), Content-Based Instruction (CBI) provide educators with tools to instruction according to learners' needs, proficiency levels, and learning contexts.

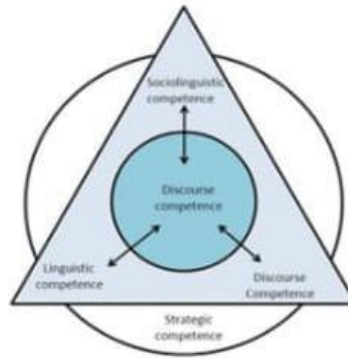
In recent years, various models of language teaching have been employed to enhance learners' proficiency in English, particularly in higher education. According to Richards (2006), stated CLT emphasizes the use of authentic communication and interaction to foster learners' practical language skills, shifting the focus from grammatical accuracy to communicative competence. In contrast TBLT as described by Ellis (2003), involves the use of real-world tasks to facilitate language acquisition, where students engage in meaningful activities that mirror everyday language use. This method integrates language skills through task completion, making it particularly effective in promoting fluency. Finally CBI merges language learning with academic content, allowing students to develop both language proficiency and subject knowledge simultaneously (Brinton, Snow, & Wesche, 1989). Each of these models offers unique advantages and limitations in addressing the diverse needs of university students, making it essential to explore their effectiveness in different contexts of English language instruction.

Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content-Based Instruction (CBI) each offer distinct approaches to improving English language skills at the university level. While CLT focuses on real-life communication, TBLT emphasizes task completion and CBI integrates language learning with academic content, all three models contribute valuable strategies for addressing the diverse needs of language learners. Understanding their unique strengths helps educators choose the most appropriate model for enhancing students' language proficiency.

There are three English language teaching models;

1. Communicative Language Teaching (CLT)

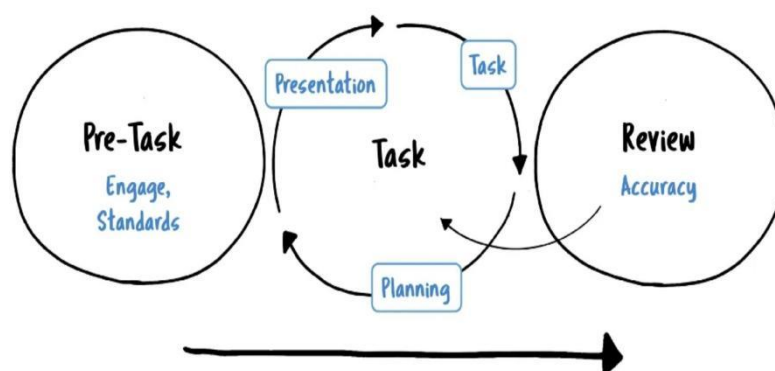
Communicative Language Teaching (CLT) is characterized by its emphasis on real-life communication and interaction, prioritizing learners' ability to use language effectively in authentic situations (Hien, L. T, 2021). This approach involves interactive activities such as pair work, group discussions, and role-plays, and often incorporates authentic materials like newspapers and media to enhance practical language experience. In addition Jansem, A. (2019) CLT shifts the focus from grammatical accuracy to conveying meaning, fostering a learner-centered environment where students take an active role in their language acquisition. One of its main strengths is its applicability to real-world communication, which helps learners develop fluency and confidence in speaking. CLT promotes an engaging, interactive learning atmosphere that enhances motivation and collaboration among students. Its flexibility allows it to be adapted to various contexts and proficiency levels, making it a versatile and effective approach to language teaching. The following diagram presents the model of CLT:



Based on the diagram above the model Communicative Language Teaching (CLT) centered on enhancing learners' ability to communicate effectively in real-life situations. It emphasizes the use of authentic materials and interactive activities, such as role-plays and group discussions, to simulate practical language use. Unlike traditional methods that focus heavily on grammatical accuracy, CLT prioritizes meaning and fluency, encouraging learners to participate actively and use language spontaneously. This learner-centered approach fosters confidence and motivation, as students engage in meaningful communication rather than rote memorization. By creating an engaging and interactive learning environment, CLT helps students develop not only their language skills but also their social and collaborative abilities.

2. Task-Based Language Teaching (TBLT)

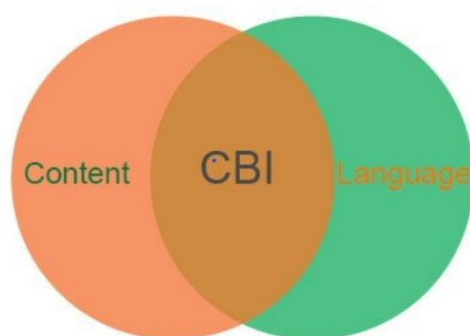
Task-Based Language Teaching (TBLT) is distinguished by its focus on the completion of meaningful, real-world tasks as the primary vehicle for language learning. This approach centers around activities that require active language use, such as planning a trip, solving problems, or conducting interviews, which reflect practical language applications (Bula-Villalobos, O., & Murillo-Miranda, C. (2019). TBLT integrates various language skills, including speaking, listening, reading, and writing, within the context of these tasks (Bhandari, L. P, 2020). One of its key strengths is its ability to provide learners with contextually rich opportunities to practice language, enhancing their ability to use language functionally and fluently. By emphasizing the process of task completion over the final product TBLT encourages learners to experiment with language and engage in problem-solving which fosters deeper language acquisition. Additionally, the focus on meaningful tasks often leads to increased motivation and engagement, as students see the relevance of their learning in real-life scenarios. The model shows in the following diagram:



According to the model of Task-Based Language Teaching (TBLT) that this model focuses on using real-world tasks as the primary means for language learning, with activities designed to mirror practical language use, such as problem-solving, planning events, or conducting interviews. This approach integrates various language skills—speaking, listening, reading, and writing within the context of completing meaningful tasks. By emphasizing the process of task completion rather than the final product, TBLT encourages learners to experiment with language and engage actively in problem-solving. This method fosters fluency and practical language use, enhances motivation through relevant and engaging tasks, and provides students with valuable opportunities to apply their language skills in realistic contexts, thereby improving both their communicative competence and overall language proficiency.

3. Content-Based Instruction (CBI)

Content-Based Instruction (CBI) is characterized by its integration of language learning with academic content, using subject matter from various disciplines as the context for teaching language. This approach involves presenting language through content such as science, history, or business, which allows students to acquire language skills while simultaneously learning about specific topics (Mahsar, L,2020). CBI emphasizes the use of meaningful and relevant material to enhance both language proficiency and content knowledge. One of the key strengths of CBI is its ability to provide a dual benefit, enabling students to improve their language skills while gaining deeper knowledge in academic subjects (Iffat, S, 2020) . This method promotes natural language acquisition by immersing students in language used within real-world contexts, which enhances comprehension and communication abilities in those areas. Additionally, CBI supports cognitive development by engaging students in higher-order thinking skills through subject-specific content. The relevance and applicability of the material often increase learner motivation and engagement, as students find the language learning process more meaningful and connected to their academic and professional goals. Here is a chart of CBI the model :



Based on diagram above, content-Based Instruction (CBI) is a teaching model that combines language learning with academic content, allowing students to improve their language skills while learning about specific subjects like science, history, or business. This method emphasizes meaningful, relevant material that helps students use language in real-world contexts. One of the main strengths of CBI is that it enhances both language proficiency and subject knowledge at the same time, making learning more engaging and motivating. By focusing on real academic content, CBI helps students develop practical language skills and deeper understanding of the subject matter.

Literatur Review

The use of different teaching models in English language instruction is a crucial issue for teachers as choosing the right model can greatly impact the effectiveness of learning. Based on previous research, each teaching model has its own strengths and weaknesses that educators need to understand to improve learning outcomes. For instance, according to Toro (2019), highlights that Communicative Language Teaching (CLT) is effective in enhancing students' communication skills, though it tends to place less emphasis on explicit grammar instruction. Similarly, El Soufi, & See (2019), points out that Task-Based Language Teaching (TBLT) provides practical contexts for students to use language, but may lack sufficient structure for beginners.

Additionally, Ngu (2021), Content-Based Instruction (CBI) can improve both students' academic understanding and language proficiency, though it requires a higher level of language mastery from the start. Given these varied approaches, it is important for teachers to understand the context of their instruction and select the model that best meets their students' needs, ensuring that English language teaching becomes more effective and relevant Farrell, (2020). The right teaching model is crucial for the effectiveness of learning and can significantly impact student outcomes . The model selected must align with the specific learning objectives of the lesson or course to ensure that students achieve the desired goals (Aizawa, 2020).

Islam (2022), assess these models based on their ability to meet specific learning objectives and their effectiveness in developing essential language skills, including speaking, listening, reading, and writing. For instance, communicative language teaching, which prioritizes interaction and real-life usage, is scrutinized for its impact on fluency and practical language use. Task-based learning is evaluated for its success in engaging students through meaningful tasks that simulate real-world language scenarios. Content-based instruction is reviewed for its integration of language learning with academic content, and immersion techniques are examined for their effectiveness in providing extensive exposure to the target language. In addition to evaluating the alignment of these models with educational goals, experts consider factors such as adaptability to diverse student needs and learning styles, as well as the practicality of implementation in terms of resources, teacher expertise, and contextual constraints.

It is also essential to consider the needs and learning styles of students; for instance, a communicative or task-based model might be most effective for developing speaking skills, while a content-based approach might better support academic language acquisition. Teachers must also take into account their own expertise and available resources, as a model requiring extensive resources or specialized knowledge may not be practical if these are not available. Additionally, Agustin, (2021), stated contextual factors such as the educational level, cultural background, and institutional constraints play a role in determining the suitability of a model. Regular feedback from students and assessment results can provide valuable insights, allowing teachers to adjust their approach as needed to better meet learning objectives.

Choosing the right teaching model in English language instruction is essential, as it directly impacts learning effectiveness. Each model has its strengths. For example, some models focus

on improving communication skills, while others prioritize practical language use or integrate language learning with academic content. However, some models may lack a strong emphasis on grammar or may be less structured for beginners. Teachers need to carefully consider their teaching context and select the model that best aligns with their students' needs to ensure more effective and relevant language learning outcomes.

Suggestions

According to previous researches there are three models of teaching that be able to improve English language skill especially for students university. Here, there are some suggestions :

1. All Universities need to train lecturers to master various teaching models. This learning model can make it easier for lecturers to improve students' English language skills at university. By training lecturers to master a range of teaching models, universities ensure that their educators are well-equipped to provide high-quality, responsive, and effective instruction, ultimately leading to enhanced learning experiences and outcomes for students
2. The activities related to the development of the latest forms of teaching models, such as the use of technology, must be improved. This must be explored more deeply to improve lecturers' abilities in teaching. The activities related to the development of the latest forms of teaching models, particularly those involving technology must be continually improved to keep pace with the rapid advancements in educational tools and methodologies. As technology evolves, it introduces new opportunities for enhancing teaching and learning experiences, such as interactive digital platforms, virtual simulations, and adaptive learning systems. Improving these activities is crucial because it allows educators to integrate cutting-edge technologies effectively into their teaching practices, thereby enriching the learning environment and engaging students in more dynamic and interactive ways. Furthermore, staying updated with the latest technological advancements ensures that teaching models remain relevant and effective, meeting the diverse needs of contemporary students and preparing them for a technologically driven world. By advancing these activities, universities can foster innovation in education, support lecturers in delivering high-quality instruction, and ultimately improve student learning outcomes.
3. Teaching models related to student based learning involvement should be developed. It is because they prioritize active engagement and personal responsibility in the learning process, which are critical for deep and meaningful educational experiences. These models emphasize student participation, collaboration and self-directed learning which can significantly enhance motivation and ownership of their educational journey. By developing teaching models that focus on student involvement, educators can create more interactive and responsive learning environments that cater to individual interests and needs. This approach not only fosters critical thinking and problem-solving skills but also prepares students for real-world challenges by encouraging them to take initiative and apply their knowledge in practical contexts. Ultimately, enhancing student-based learning models ensures that students are more actively involved in their education, leading to improved learning outcomes and greater academic success. This is felt to be more effective in improving English language skills for students
4. The teaching model applied should adapt to student needs and learning styles of students. The teaching model applied should adapt to the needs and learning styles of

students because doing so ensures that instruction is both effective and engaging for each individual learner. Students come with diverse backgrounds, preferences, and strengths, and a one-size-fits-all approach can limit their ability to fully grasp and apply the material. By tailoring teaching models to accommodate different learning styles whether visual, auditory, kinesthetic, or a combination educators can provide more personalized and effective instruction. This adaptability helps in addressing varied levels of understanding and promotes a more inclusive learning environment where all students can thrive. Furthermore, when teaching methods align with students' learning preferences, it enhances their motivation and involvement, leading to better retention of knowledge and improved academic performance. Ultimately, adapting teaching models to student needs ensures that educational practices are responsive and supportive, facilitating a more successful and rewarding learning experience.

Conclusion

In conclusion, it is imperative for universities to train lecturers to master a range of teaching models to effectively enhance students' English language skills. By equipping educators with diverse instructional strategies, universities ensure that their teaching practices are high-quality, responsive, and tailored to meet various student needs, ultimately leading to improved learning experiences and outcomes. Additionally, the continual improvement of activities related to the development of the latest teaching models, especially those involving technology, is essential. As educational tools and methodologies advance, incorporating innovative technologies such as interactive digital platforms and adaptive learning systems can greatly enrich the teaching environment and engage students in more dynamic ways. Staying abreast of technological advancements helps keep teaching models relevant and effective, thus meeting the diverse needs of contemporary learners.

Moreover, developing teaching models that focus on student-based learning involvement is crucial. These models emphasize active engagement, collaboration, and self-directed learning, which significantly enhance student motivation and ownership of their educational journey. By creating interactive and responsive learning environments, educators can better cater to individual interests and needs, fostering critical thinking and preparing students for real-world challenges. Lastly, teaching models must adapt to students' needs and learning styles to ensure that instruction is effective and engaging. Tailoring teaching approaches to accommodate diverse learning preferences not only supports a more inclusive learning environment but also improves student motivation, knowledge retention, and academic performance. Adapting teaching models to individual needs ensures a more successful and rewarding educational experience, particularly in enhancing English language skills.

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