
| RESEARCH ARTICLE

The Implementation of Content-Based Instruction in Teaching English for Hospitality at Poltekpar Makassar

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| ABSTRACT

This study examined the implementation of Content-Based Instruction (CBI) in teaching English for hospitality at Poltekpar Makassar. Specifically, the study aims to understand the lecturers' perceptions about the content-based instruction (CBI) in teaching English. This study reveals that lecturers view CBI as an effective method, particularly for creating a relevant and engaging learning experience tailored to students' professional needs. The lecturers emphasize the need for tailored instruction that meets students' specific professional needs and prepare thoroughly to deliver relevant content. In the implementation the lecturers face some challenges such as diverse student proficiency levels, lack of interest, confusion due to complex instructions, and low self-confidence in language use. To address these, lecturers adopt strategies such as differentiated support, emphasizing the practical relevance of English in the hospitality industry, scaffolding techniques, and fostering a supportive environment. Overall, the study concludes that CBI can effectively enhance language learning when implemented with attention to the diverse needs of students. Future research could further explore how specific interventions and teaching practices impact language development in CBI settings.

| KEYWORDS

CBI, Content-Based Instruction, English for Hospitality

| ARTICLE INFORMATION

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1. Introduction

In recent years, the integration of Content-Based Instruction (CBI) in language education has gained significant attention, particularly in specialized fields such as hospitality. This approach not only enhances language proficiency but also aligns learning with professional needs, making it a vital area of study. Despite the growing interest, there remains a lack of comprehensive understanding regarding lecturers' perceptions of CBI in this context.

Conducting content-based teaching is a fundamental approach that emphasizes the instruction of various subjects in a second or foreign language. In this context, language proficiency emerges as a by-product rather than the primary objective. The main goal of content-based education is to achieve mastery of the subject matter (Richards & Rodgers, 2001). This method is grounded in the principle of providing students with more exposure to authentic materials, rather than focusing solely on the formal aspects of language. By creating an environment conducive to language learning and acquisition, content-based instruction (CBI) inherently involves the development of essential language skills, including reading, listening, speaking, and writing. The role of content in foreign language teaching has been a significant area of research, with Richards and Rodgers (2001) defining content as "a substance or object learned or communicated through language, as opposed to the language used to communicate the content" (p. 204).

Since the 1970s, various language programs have emerged, including cross-curricular languages, teaching for immigrants upon arrival, and content and language integrated learning (CLIL). These programs underscore the importance of content in education for Academic Purposes (LSP) and Language for Academic Purposes (LAP) (Richards & Rodgers, 2001, p. 205). The Sheltered Instruction Observation Protocol (SIOP), developed by Echevarria, Vogt, and Short (cited in Echevarria, Short, and Powers, 2006), effectively presents curriculum content concepts to English learners, emphasizing the significance of meaning and purpose in foreign language teaching. The success of integration programs in Canada and the United States during the 1970s played a crucial role in the development of CBI (Met, 1991), leading to an increasing number of universities worldwide offering full or partial language instruction in English to engage researchers and practitioners in CBI related to English as a Foreign Language (EFL) (Crandal & Kaufman, 2002).

Students enrolled in English-speaking universities in non-English-speaking countries require intensive training in English, as it serves as the medium of instruction and is essential for academic practices in their future courses. Consequently, many colleges around the globe are adopting content-based instruction (CBI) to prepare students for academic success in languages other than their native tongue (Garner & Borg, 2005). This shift reflects the increasingly diverse educational landscape, from K-12 immersion programs to EFL/ESL college settings, which has sparked debates regarding the range of languages and content taught. Over the years, the diversification of language and content integration in programming has led to various approaches to CBI (Stoller, 2002). The schematic model proposed by Brinton, Snow, and Wesche (1989) is considered a foundational model of CBI, alongside other evolving forms (Brinton and Jensen, 2002). Recent CBI models at the university level, as outlined by Richards & Rodgers (2001), include five distinct approaches: technical language instruction, sheltered content instruction, supplementary language instruction, group instruction, and ability-based instruction.

In recent years, various studies have sought to clarify learner perceptions and assess the effectiveness of complementary Content-Based Instruction (CBI) models in teaching essential reading and study skills, particularly for Asian immigrant students aiming for academic success in college (Snow & Brinton, 1988). Kasper (1997) conducted a quantitative study that demonstrated the positive impact of a content-based curriculum on student achievement in English as a Second Language (ESL). Other research has focused on teachers' perspectives regarding content areas. For instance, Canbay (2006) examined the academic English requirements for English-taught courses at Karadeniz University of Technology from the viewpoint of CBI teachers and deans. Similarly, Pawan (2008) investigated teachers' methods for staging content for English learners, providing insights into how educators can effectively teach lessons in English and help students become familiar with the language. Additionally, studies by Zugegrell & Deoliveira (2006) highlighted the use of linguistic tools and text analysis by content teachers to enhance students' understanding of terminology.

The context of Poltekpar Makassar, the only state-accredited tourism university in Eastern Indonesia, is particularly significant in this discussion. The institution plays a crucial role in preparing students for careers in the hospitality and tourism industry, where English proficiency, especially in speaking, is essential for success in roles such as tour guides and hotel managers. The curriculum at Poltekpar Makassar emphasizes mastering both basic and specific English skills relevant to the industry. Content-Based Instruction (CBI) has emerged as a predominant method for teaching English at this institution, integrating language learning with subject matter pertinent to students' future careers. Preliminary studies indicate that while CBI is widely implemented, its effectiveness is influenced by various factors, including the type of English taught (English for hospitality) and the backgrounds of both lecturers and students, such as their aptitude, motivation, and cultural context.

Given the unique educational environment at Poltekpar Makassar, it is essential to conduct research that explores the effectiveness of CBI in teaching English for hospitality. This study aims to investigate lecturers' perceptions of the implementation of CBI. The findings will provide valuable insights into optimizing CBI to enhance English proficiency and better prepare students for their professional careers in hospitality. As the demand for proficient English speakers in the global hospitality industry continues to grow.

2. Literature Review

2.1 Historical Development and Definition of CBI

Content-Based Instruction (CBI) has emerged as a significant pedagogical approach in the field of language education, particularly in teaching English as a Second Language (ESL) and English as a Foreign Language (EFL). The integration of language and content into the curriculum aims to enhance students' academic success by combining content learning with language acquisition (Pohan & Kelly, 2004). Stoller (2002) defines CBI as the use of language as a vehicle for content learning, emphasizing that language serves both as a medium for acquiring knowledge and as a resource for learning. This dual focus allows students to engage with authentic materials, fostering a meaningful learning experience that promotes both content mastery and language proficiency.

2.2 Theoretical Framework of CBI

The theoretical underpinnings of CBI are rooted in second language acquisition (SLA) research and cognitive learning theory. According to Krashen (1985), comprehensible input is crucial for language acquisition, suggesting that learners acquire language more effectively when it is presented in a meaningful context. This aligns with the principles of CBI, which advocate for the use of authentic materials and tasks that reflect real-world applications of language. Richards and Rodgers (2001) further assert that language is more effectively learned when used as a means of acquiring knowledge rather than as an end in itself. This perspective highlights the importance of contextualized learning environments that cater to students' academic needs.

2.3 Effectiveness of CBI in Language Learning

Numerous studies have demonstrated the effectiveness of CBI in enhancing language skills and academic performance. For instance, Snow and Brinton (1988) explored learner perceptions and the impact of CBI models on developing essential reading and study skills among Asian immigrant students. Similarly, Kasper (1997) conducted a quantitative study that revealed a positive correlation between a content-based curriculum and student achievement in ESL. These findings underscore the potential of CBI to improve language proficiency while simultaneously addressing content knowledge, making it a valuable approach in educational settings.

2.4 Teacher Perspectives on CBI

Research has also focused on teachers' views regarding the implementation of CBI. Canbay (2006) examined the academic English requirements for English-taught courses from the perspective of CBI teachers and deans at Karadeniz University of Technology. Pawan (2008) further investigated teachers' content staging methods for English learners, providing insights into effective instructional strategies. These studies highlight the importance of teacher perceptions in shaping the implementation of CBI and suggest that professional development and training are essential for maximizing its effectiveness in the classroom.

2.5 Contextual Factors Influencing CBI

The successful implementation of CBI is influenced by various contextual factors, including students' backgrounds, motivation, and cultural contexts. Silver (2008) explored future teachers' perceptions of the role of language in subject teaching within Singapore's bilingual education system, emphasizing the need for educators to consider the diverse needs of their students. Additionally, research by Pessoa et al. (2007) points out that in-service language teachers play a crucial role in the educational process, highlighting the importance of collaboration between language and content instructors. These findings suggest that understanding the unique context of each educational setting is vital for the effective application of CBI.

2.6 CBI in the Context of Hospitality Education

At Poltekpar Makassar, the only state-accredited tourism university in Eastern Indonesia, CBI has been identified as a predominant method for teaching English. The curriculum emphasizes the integration of language learning with subject matter relevant to the hospitality industry, preparing students for careers as tour guides, hotel managers, and other hospitality-related positions. Preliminary studies indicate that while CBI is widely used, its implementation is influenced by factors such as the type of English taught (English for hospitality) and the backgrounds of both lecturers and students, including their aptitude and motivation.

2.7 Challenges in Implementing CBI

Despite the advantages of CBI, challenges remain in its implementation. Javel (2017) identified barriers such as fear of making mistakes, lack of vocabulary, and shyness among learners, which can hinder effective communication in English. Additionally, external factors such as limited resources and large class sizes can impact the quality of instruction. Addressing these challenges requires a comprehensive understanding of both internal and external factors that affect language learning, as well as the development of targeted strategies to support students in overcoming these obstacles.

2.8 Implications for Future Research

Given the unique context of Poltekpar Makassar, further research is essential to explore the effectiveness of CBI in teaching English for hospitality. This study aims to investigate lecturers' perceptions, the implementation process, challenges faced, and student engagement with CBI. The findings will provide valuable insights into optimizing CBI to enhance English proficiency and better prepare students for their professional careers in hospitality. Understanding the specific needs and experiences of both lecturers and students will contribute to the ongoing development of effective teaching practices in this field.

In conclusion, the literature on Content-Based Instruction highlights its significance as a pedagogical approach that integrates language and content learning. The historical development, theoretical frameworks, and empirical studies underscore the effectiveness of CBI in enhancing language proficiency and academic success. However, challenges in implementation and contextual factors must be addressed to maximize its potential. The unique context of Poltekpar Makassar presents an opportunity

for further research to explore the perception of English lecturers in the implementation of CBI in hospitality program, ultimately contributing to the advancement of language teaching practices in this domain.

3. Methodology

This study employs a qualitative research design to explore the implementation of Content-Based Instruction (CBI) in teaching English for hospitality at Poltekpar Makassar. Qualitative research is particularly suited for this investigation as it allows for an in-depth understanding of the participants' experiences and perceptions within their natural context (Creswell, 2014). The research focuses on two English lecturers from the Hospitality Department at Poltekpar (Politeknik Pariwisata) Makassar, selected through purposive sampling to ensure that participants possess relevant knowledge and experience regarding CBI practices.

Data collection will involve multiple methods, including observations, semi-structured interviews, and document analysis. Observations will provide insights into the actual teaching practices and classroom dynamics, while semi-structured interviews will facilitate a deeper exploration of the lecturers' perspectives on CBI. The interviews will be guided by open-ended questions, allowing participants to express their thoughts freely while ensuring that key topics are addressed. Additionally, relevant documents such as lesson plans and teaching materials will be analyzed to understand how CBI is integrated into the curriculum.

The data analysis process will involve transcribing the interviews and systematically coding the data to identify themes and patterns related to the research questions. Thematic analysis will be employed to interpret the data, allowing for a comprehensive understanding of the participants' experiences and the challenges they face in implementing CBI. Triangulation techniques will be used to enhance the validity of the findings by comparing data from different sources, including interviews, observations, and documents.

Ethical considerations will be prioritized throughout the research process. Informed consent will be obtained from all participants, ensuring they understand the purpose of the study and their right to withdraw at any time. Confidentiality will be maintained by anonymizing participant identities in any published findings. This methodology aims to provide valuable insights into the effectiveness of CBI in hospitality education and contribute to the ongoing development of language teaching practices at Poltekpar Makassar.

4. Results and Discussion

This study examined the implementation of Content-Based Instruction (CBI) in teaching English for hospitality at Poltekpar Makassar, focusing on lecturers' perceptions of this instructional approach. The findings reveal a generally positive perception of CBI among the lecturers, who recognize its effectiveness in aligning language learning with the practical needs of hospitality students.

4.1 Lecturers' Perceptions of CBI Implementation

The research explored how English lecturers at Poltekpar Makassar perceive the use of CBI in teaching English to hospitality students. The findings reveal that lecturers generally view CBI as an effective approach that aligns well with the practical needs of hospitality students, helping them to develop both language proficiency and specific industry knowledge simultaneously.

In the extract, lecturer 1 states, *"As far as I know, the idea of content English function, it is like an approach which integrates the language learning and content learning. So, it is like teaching language while going to specific topics. For example, if we are talking about cooking, we might learn English for ingredients, cooking techniques, and recipes. But we are not just memorizing the words; we are actually cooking and discussing specific English. I think it is like learning by doing."* This extract highlights the lecturer's belief in the practical application of language learning through CBI, emphasizing active engagement rather than rote memorization.

Moreover, lecturer 2 reinforces this perspective by stating, *"I teach English for specific purposes, and I think focusing on teaching the language by providing the context is very helpful. The language skills that I teach to my students will match exactly what my students need."* This indicates that the lecturers appreciate the contextual relevance of CBI, which allows students to learn language skills that are directly applicable to their future careers in hospitality.

Based on the extracts above, the lecturers perceive CBI as a beneficial approach that integrates language learning with specific content relevant to the hospitality industry. This integration not only enhances students' language proficiency but also equips them with essential industry knowledge. For instance, one lecturer emphasized that CBI allows students to learn English through practical topics, such as cooking, which fosters a deeper understanding of both the language and the subject matter. This aligns with existing literature that supports the effectiveness of CBI in vocational education, where language skills are closely tied to professional content (Natsir & Saragih, 2022).

Moreover, the lecturers highlighted the importance of tailoring instruction to meet the specific needs of hospitality students. This customization is a core principle of CBI, as it ensures that the content is relevant and applicable to students' future careers. Research indicates that such tailored instruction can lead to improved engagement and learning outcomes (Amat et al., 2022). The lecturers' focus on relevance not only enhances motivation but also aids in the retention of language skills, as students can see the practical applications of what they are learning.

Additionally, in implementing CBI, lecturers reported various strategies to enhance student engagement and learning outcomes. In the extract, the lecturer 2 mentions, *"In the implementation, I will give a brief overview of the topic to the students and get them interested and curious about what we are going to learn. I like to mix things with different activities, maybe we will have discussions where students can share their thoughts and opinions on the topic."* This approach not only captures students' interest but also encourages collaborative learning, which is essential in a CBI framework.

Lecturer 1 also elaborates on the preparation process, stating, *"Before coming to the class, I like to do some preparations. First, I think about the topic, about the content itself. It should be relevant to the field or at least close enough to their field so they can understand it."* This preparation phase is crucial for effective CBI, as it involves selecting appropriate content, designing relevant activities, and aligning learning objectives with professional competencies.

In the implementation of Content-Based Instruction (CBI) at Poltekpar Makassar, lecturers employed various strategies to enhance student engagement and learning outcomes, which are critical for effective language acquisition. As noted by Lecturer 2, the practice of providing a brief overview of the topic not only piques students' interest but also sets the stage for active participation. This aligns with the principles of CBI, which emphasize the importance of contextualized learning experiences that engage students in meaningful discussions. Research indicates that when students are actively involved in their learning process, they are more likely to retain information and develop critical thinking skills (Brinton, 2003). By incorporating diverse activities and encouraging students to share their thoughts, lecturers foster a collaborative learning environment that enhances both language skills and content knowledge.

Moreover, the preparation process highlighted by Lecturer 1 is essential for the successful implementation of CBI. The lecturer's emphasis on selecting relevant content that aligns with students' fields of study ensures that the material is not only engaging but also applicable to their future careers. This approach is supported by the findings of Snow (2001), who argues that effective CBI requires careful planning and alignment of language objectives with content goals. By thoughtfully designing lessons that integrate language learning with specific subject matter, lecturers can create a more cohesive and relevant educational experience for students. This preparation phase is crucial, as it allows educators to anticipate potential challenges and tailor their instruction to meet the diverse needs of their students.

Furthermore, the integration of collaborative learning strategies within CBI not only enhances student engagement but also promotes a deeper understanding of the subject matter. As students participate in discussions and group activities, they are encouraged to articulate their thoughts and negotiate meaning with their peers, which is vital for language development (Swain, 2000). This interactive approach not only helps students practice their language skills in a supportive environment but also fosters a sense of community and belonging within the classroom. By prioritizing collaboration and engagement, lecturers can create a dynamic learning atmosphere that not only improves language proficiency but also prepares students for real-world applications in the hospitality industry.

4.4 Challenges in Implementation

Despite the positive perceptions, the lecturers identified several challenges in implementing CBI. Lecture 1 notes, *"Not all students have the same skill level. Some students might be fluent in English, while others are still struggling with basic English skills."* This diversity in proficiency levels presents a significant challenge, as it requires lecturers to effectively address the needs of both groups during the teaching and learning process.

To manage these challenges, lecturer 2 states, *"I handle this by giving different levels of support and guidance. For example, I provide extra explanations for students who need more help to understand the material."* This differentiated approach not only promotes inclusivity but also fosters a positive learning environment where all students can progress at their own pace.

The findings highlight the lecturer perception about several challenges in using Content-Based Instruction (CBI) for teaching English to hospitality students at Poltekpar Makassar. These challenges provide important insights into the difficulties faced by both students and educators in implementing CBI effectively.

One of the primary challenges identified is that some students exhibit a lack of interest in the CBI learning process. This disinterest may stem from various factors, including differing levels of motivation, personal attitudes towards English language learning, or the perceived relevance of the material. Research indicates that student engagement can be inconsistent in CBI settings, particularly when students do not see a direct connection between the content and their personal or professional goals (Ma, 2023). This disconnect can lead to disengagement, as students may struggle to find intrinsic motivation to participate actively in their learning. To address this issue, educators must emphasize the practical applications of English skills in the hospitality industry, illustrating how language proficiency directly impacts their future careers. Employing varied and dynamic teaching methods, such as project-based learning and real-world simulations, can also help maintain student interest and demonstrate the relevance of the material (Huang, 2021).

Another significant challenge is that some students experience confusion and lack of understanding during the learning process, often due to unclear or complex instructions. This issue is particularly problematic for students with limited English proficiency, who require straightforward explanations and simplified language to grasp the content effectively. The inherent complexity of CBI, where content demands and language proficiency must be navigated simultaneously, can overwhelm less proficient students (Ma, 2023; Maasum et al., 2012). This finding underscores the need for educators to provide additional support through scaffolding techniques, which involve breaking down complex tasks into manageable steps and using visual aids to enhance comprehension. Research by Gibbons (2002) supports this approach, suggesting that scaffolding can significantly improve language learners' understanding and retention of content.

Furthermore, the findings reveal that some students suffer from a lack of self-confidence, particularly in speaking English. Many express concerns about their ability to construct sentences and their limited vocabulary, leading to a fear of making mistakes. This challenge is common in CBI environments, where students are expected to use the target language in meaningful contexts. The fear of negative evaluation or peer judgment can inhibit participation and reduce opportunities for practice, which are crucial for language development (Surjowati et al., 2022). To build students' confidence, it is essential to create a supportive and non-threatening classroom environment where mistakes are viewed as integral to the learning process. Techniques such as positive reinforcement, peer collaboration, and gradual exposure to speaking tasks can help alleviate anxiety and encourage more active participation (Dörnyei, 2001). Additionally, fostering a culture of risk-taking and celebrating small successes can empower students to engage more fully in their language learning journey.

In conclusion, while CBI has potential benefits for teaching English in a hospitality context, its effectiveness can be hindered by challenges such as lack of student interest, comprehension difficulties, and low confidence in speaking. To address these challenges, educators should consider differentiating instruction to accommodate varying language proficiency levels, simplifying language use where necessary, and fostering a classroom culture that encourages risk-taking and reduces anxiety around language use. Further research could explore targeted interventions to improve student confidence and engagement in CBI settings, particularly among those with lower language skills.

5. Conclusion

The lecturer perceives CBI as an effective approach for teaching English, particularly in a specialized context like hospitality. They emphasize the need for tailored instruction that meets students' specific professional needs and prepare thoroughly to deliver relevant content. The lecturer recognizes the benefits of CBI, such as its ability to provide meaningful, context-rich learning experiences that directly relate to the students' future careers. However, the lecturer also faces challenges, particularly in addressing the diverse skill levels and language proficiencies of the students.

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