Exploring EFL Students' Perspectives on the Implementation of Content-Based Instruction for Improving English Language Skills in Entrepreneurship Education Module

David Sami Toma
Department of English Language, College of Basic Education, Salahaddin University-Erbil
david.toma@su.edu.krd

Tahsin Hussein Rasul
Department of English Language, College of Basic Education, Salahaddin University-Erbil
tahsin.rassul@su.edu.krd

Abstract

Content-Based Instruction is a type of instruction used to teach English language. This type of instruction is used to teach Entrepreneurship Education Module. Entrepreneurship Education module was added to English Language Department's curriculum in the academic year 2016-2017. The aims of adding it were to equip students with entrepreneurial skills and build their entrepreneurial mindset to be ready for post-university life. The current study aims, first, to explore the students' beliefs about the effect of teaching Entrepreneurship Education in English on developing vocabulary and grammar as two main language areas. Second, it also attempts to find out the extent to which the students believe that Content-Based Instruction develops their language skills. Third, it shows the authenticity of the Entrepreneurship Education content and of its teachers' provided examples by examining the participants' perspectives.

The present study is descriptive in which the researchers utilized the quantitative approach. Moreover, they used a closed-ended, Five-Point Likert Scale student questionnaire which was analyzed through (SPSS version 26). The study sample was 59 EFL second-year students from English Language Department, College of Basic Education at Salahaddin University-Erbil in the academic year (2021-2022). Based on the study findings, incorporating Entrepreneurship Education module into English Language Department's curriculum has positive impacts on students. From their perspectives, the students showed that they improved their speaking, reading, and writing skills. Furthermore, they also indicated improvement in their vocabulary as an important language area. Finally, the results also show that the content of the module is authentic.

Keywords: Content-Based Instruction, Entrepreneurship Education, Improving English Language Skills, EFL, Students' Perspectives.

1. Introduction

In real life, language is a means through which humans communicate and express themselves. On the other hand, language is the knowledge students learn from the teaching and within an educational context (Brinton et al., 1989). How can students learn a language for everyday purposes if this is the case? What is noticed, especially in various third-world countries, is too much input and lecturing regardless of the usefulness of what is taught or even what is taught. The notion of authentic, real-life communication is missing. Students learn loads of information about language without being able to use it for communication. In many cases, the content is often ignored and does not receive enough importance. Despite the shortcomings, teaching and learning quality is likely to have been improved.

Content-Based Instruction (henceforth, CBI) is a popular type of instruction in language teaching. The approach aims at improving language through teaching content. CBI is an approach that is rooted in Constructivism as it builds on students' previous knowledge. According to Bula (2014), CBI is heavily rooted in the Communicative Approach. In addition to that, Howatt (1984) states that CBI is the strong version of the Communicative Approach in which it is thought that language is acquired through communication.

2. The History of CBI

The early emergence of CBI was in North America, more specifically, in Canada in the early 1960s. It appeared in French immersion schools (Lambert and Tucker, 1972). However, according to Brinton and Snow (2017), the first published work about CBI was in 1986 by Bernard Mohan in his publication entitled 'language and content'. Furthermore, in his publication, Mohan states that learning becomes more efficient and successful when teaching combines language and content because it is significant when language is used for communication purposes. To assist students in mastering the content and the language, Mohan (1986) suggested using graphics to facilitate the mastery of language. In addition, Krueger and Ryan (1993) State that by the late 1980s, CBI started gaining popularity in the United States because teachers started implementing the principles of CBI to 'discipline-based' approaches.

After the 1980s, other versions of CBI began to appear, and it became more sophisticated. Stoller and Fitzsimmons-Doolan (2017) note that an initiative was started in the US in 1999 and it was referred to as 'Content-Based Language Teaching Technology' (CoBaLTT). In this initiative, teachers began designing Programmes in which technology was used as well. The use of technology was not only done by teachers, but also supported by the University of Minnesota's Centre for Advanced Research and Language Acquisition (CARLA). Also, in North America and roughly at the same time, another form of CBI emerged. However, it was not for language classes at that time. Instead, they began launching Programmes in which they integrated the content and language to teach subjects such as Mathematics and Physics, (Stoller and Fitzsimmons-Doolan, 2017). Under such circumstances, the language was used as a means of reinforcement and the content was a motive in order to achieve contextualized and authentic learning.

In the early 1990s in Europe, another extended version of CBI surfaced; this time it was called Content and Language Integrated Learning (CLIL). The term was coined as such due to the policy of 'Plurilingual Education' by the European Union to promote multilingualism, (Coyle et al. 2010). CLIL was used in areas where, along with the main language, other languages were used in teaching. Moreover, CLIL has been used in locations where diversity is widespread, for example, in countries where various languages are spoken (Stoller and Fitzsimmons-Doolan, 2017).

In brief, CBI is an approach to language teaching which has gained popularity due to its effectiveness in language teaching. According to Howatt (1984), CBI is considered the strong version of Communicative Language Teaching (CLT) as it follows the same principles of CLT. Moreover, CBI emphasizes that English is learned best when students learn through the content. In other words, students study other topics or subjects intending to learn English.

According to Leaver and Stryker (1989), CBI shifts the focus from teaching language in itself to the subject matter. In other words, the content has become the core of language teaching and learning in CBI. With this change, it could be argued whether such change brings more success to the language learning process, and learning becomes more meaningful as a result of the change from teaching vocabulary lists and isolated grammatical structures to meaningful content topics.

3. Previous Studies

Due to its effectiveness, CBI has gained popularity and is being used extensively in educational establishments where students seek language proficiency improvement. Therefore, many studies have been conducted to investigate this instructional approach, including:

Corrales and Maloof (2011) conducted a qualitative study at the University of del Norte in Colombia and included 16 university students aged from 17 to 22. The participants were

students in an academic medical programme. The researchers used a survey, semi-structured interviews, and learning journals to collect data over the course of four months. The data revealed that students were able to learn both, the language and the content because what they studied was exciting and satisfied their needs. Additionally, learning the language was easier as the students already had some knowledge about certain topics before enrolling in the course. Data also shows that the authenticity of learning materials facilitated better learning.

Another study about students' perspectives was conducted in China by Beckett and Li (2012), The participants of this study were 34 third-stage students studying finance at Northwest Chinese University. The study was quantitative and a questionnaire was used to collect data. The analysis of data revealed that students were in favour of, and supported the implementation of CBI. On the other hand, students showed concern regarding the superficial knowledge they were getting from the teachers due to teachers' low language proficiency. Furthermore, students believed that the content presented through CBI was easier to understand and more logical than the content presented in Chinese.

Bang (2013) utilized the mixed-method approach to conduct a study in Korea. The study included 130 college students from subjects in which English was the language of instruction. The study tools were a five-point Likert Scale questionnaire in which 130 students participated, and a semi-structured interview in which 10 students participated. The data analysis showed that CBI contributed to enhancing students' English language skills, increasing their motivation, and increasing their excitement toward the subjects taught in English. Furthermore, implementing CBI resulted in reducing students' anxiety and increased their concentration.

Yang and Chen (2015) sought to unveil college students' perspectives on implementing CBI. Therefore, they implemented a mixed-method approach in a study in which 115 college students from the Department of Applied English participated. Moreover, the participants had enrolled in 'International Trade Business English' class. The tools used in this study were two questionnaires (one at the beginning and the other at the end of the course), classroom observation, and interviews. Data analysis showed that utilizing CBI increased students' motivation for learning and enhanced their English language skills. Students also improved their knowledge through CBI because it was interesting to them and authentic.

In Miyasako's (2016) qualitative study on students' perspectives in Japan at Fukuoka University of Education, 70 second-stage students participated. The students responded to a six-point Likert Scale questionnaire which consisted of 81 items 39 of which were about CBI. The results of the questionnaire reveal that implementing CBI motivates students and facilitates the improvement of language proficiency. In addition to that, CBI helped the students to understand the content easier and better.

There are clear differences between the aforementioned studies and the present one. First, none of the previous studies has investigated the implementation of CBI within the Entrepreneurship Education module. Second, the aims and research questions of the current study are different from those of the previous ones. Third, the context, setting, and sample of this study differ from those of the previously mentioned studies. Due to the aforementioned differences, this study is both significant and necessary as it will come up with results unique to itself and different from previous studies.

4 .Methodology

4.1 Research Questions

This study attempts to respond to the following questions :

1. Do the students believe that teaching EE in English improves their English vocabulary and grammar as two main language areas?
2. To what extent do they believe that CBI develops their reading, writing, and speaking skills?

3. Do the students highly regard the content and teachers' provided examples of EE as authentic?

4.2 Aims of the Study
The current study focuses on showing the utilization of CBI as a teaching method for teaching Entrepreneurship Education Module. Therefore, this study aims at:
1. Exploring the students' beliefs about the effect of teaching EE in English on developing vocabulary and grammar as two main language areas.
2. Finding out the extent to which the students believe that CBI develops their language skills.
3. Showing the authenticity of the EE content as well as of its teachers' provided examples.

4.3 Study Samples
The population was 86 students, whereas the sample of the study who participated in answering the questionnaire was 59 second-stage students (11 males and 48 females) whose ages ranged from 19 to 22. The participants had already taken the EE module in CBI. This study was conducted during the academic year 2021-2022 at English Language Department of College of Basic Education, Salahaddin University-Erbil.

4.4 The Study Tool
To achieve the aims of the study, a questionnaire consisting of two parts: the first part is about the participants' demographical data, whereas the second is on CBI including 12 five-point Likert scale items to indicate the participants' extent of agreement with each item [coded as (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree]. The items of the questionnaire were constructed in light of its aims. The questionnaire was distributed to the second-grade students at College of Basic Education, the Department of English Language at Salahaddin University-Erbil.

4.5 The Validity of the Questionnaire
In order to gain its face validity and content validity, the constructed questionnaire was submitted to nine jury members who were experts in the field of English language teaching, linguistics, and/ or applied linguistics. They reviewed the content of the questionnaire and the suitability of its items. Thus, they provided their feedback and remarks. Furthermore, they made a few deletions, additions, and modifications. The members of the jury also provided some linguistic improvements and added a few items to make the questionnaire more comprehensive and detailed to accomplish its aims.

4.6 The Reliability of the Questionnaire
Regarding the reliability of the questionnaire, Cronbach's alpha was used since it is a widely used method in identifying the reliability of the items within a questionnaire. Thus, the data of the questionnaire were analyzed via Statistical Package for the Social Sciences (SPSS, version 26). The result of the internal consistency of the items was computed as 0.799 which is a highly reliable value. The result signifies good internal consistency among the items of the questionnaire.

5. Results and Discussions
To respond to the research questions, the obtained results of this study were first shown and then analyzed and discussed. Therefore, the data were tabulated to show the statistical mean of each item as well as the percentage of each Likert scale option, as shown in Table 1.

Table 1. Students' responses regarding their English language improvement after taking the Entrepreneurship Education module.

Items	N	Mean	Std. Deviation	Frequency by Percentage				
				Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	59	3.34	1.334	22%	30.5%	20.3%	13.6%	13.6%
2	59	3.76	1.006	22%	49.2%	13.6%	13.6%	1.7%
3	59	3.85	.979	25.4%	45.8%	20.3%	5.1%	3.4%
4	59	3.51	.935	13.6%	39%	33.9%	11.9%	1.7%
5	59	4.07	1.298	54.2%	23.7%	3.4%	11.9%	6.8%
6	59	3.61	1.175	23.7%	39%	18.6%	11.9%	6.8%
7	59	4.05	.936	35.6%	42.4%	15.3%	5.1%	1.7%
8	59	3.97	.928	30.5%	45.8%	13.5%	10.2%	0%
9	59	4.07	1.081	39%	44.1%	8.5%	1.7%	6.8%
10	59	4.03	.850	30.5%	47.5%	18.6%	1.7%	1.7%
11	59	3.59	1.146	22%	40.7%	16.9%	15.3%	5.1%
12	59	3.15	1.284	15.3%	30.5%	22%	18.6%	13.6%
Valid N	**59**							

To respond to the first research question (*Do the students believe that teaching EE in English improves their English vocabulary and grammar as two main language areas*?), the percentage of agreement in each of items 3, 6, and 12 is considered by adding up the percentage results of both "Strongly Agree" and "Agree" options for each item.

The agreement percentage of the 3rd item in the questionnaire is 71.2%. Nearly three-quarters of the students believe that their vocabulary was improved as a result of taking the Entrepreneurship Education Module. Students improve their vocabulary bank as they learn new words specific to the module. Some examples of the vocabulary they learn are; entrepreneur, entrepreneurship, venture, start-up, profit, marketing, minutes, enterprise, and so on. Not only does this vocabulary help them understand things and communicate in class, but it also helps them in their life once they find a job after graduation.

Item 6 of the questionnaire shows that over half of the students (i.e., 62.7%) agree that they are taught vocabulary specific to EE. From this, it can be deduced that the module contributes to enhancing their English language proficiency. Some examples of their studied vocabulary are; meeting agenda, meeting minutes, invoice, marketing, venture, enterprise, etc. Without pre-learning such module-specific words, it would be a challenge to understand the material. One of the points the researchers suggest is that a teacher may pre-teach the vocabulary students need before they start a new topic in this module. In this way, the students will better understand the language used in the class.

Item 12 of the questionnaire focuses on improving grammar. In this item, less than half of the students (i.e., 45.8%) think that their grammar has been improved. Moreover, this clearly indicates that students do not see any clear improvement in their grammar. When asked if their grammar improved by taking Entrepreneurship Education, (22%) of the students were undecided, while (18.6%) disagreed, and (13.6%) strongly disagreed. From the researchers' perspective, improving grammar requires its settings, methods of teaching, and materials. In addition, although the module is taught in English, it remains content-driven where grammar is possibly less focused on. The researchers believe that the primary aim is to convey knowledge to the students and improve their entrepreneurial skills rather than concentrating on explicit grammar instruction.

Based on the totalling percentage of options "Strongly Agree" and "Agree" for the aforementioned items, it is obvious that more than half of the students believe that studying

EE in English improves their English vocabulary in various ways, but not English grammar. Thus ,

Regarding the second study question (*To what extent do they believe that CBI develops their reading, writing, and speaking skills*?), the statistical mean in each of items 1, 2, 4, 7, 8, and 11 were investigated separately. Dependent on the range of mean in each item, the students; agreement level will be interpreted as shown in Table 2:

Table 2. The range of the mean for each level

High Level of Disagreement	Moderate Level of Disagreement	Moderate Level of Agreement	High Level of Agreement
$1 \leq \mu \leq 2$	$2 < \mu \leq 3$	$3 < \mu \leq 4$	$4 < \mu \leq 5$

The mean for item number 1, which is concerned with the improvement of speaking skill, is (3.34) which indicates that students moderately agree that the Entrepreneurship Education Module had a useful role in improving their speaking skill. This could be due to the fact that students are allotted enough time to practice discussing various speaking topics.

The mean (i.e., 3.77) of the 2nd item in the questionnaire shows that the students moderately agree with the idea of studying EE for improving their writing skill. This means that students are positive about the module's role in improving their writing skill. As the students take the Entrepreneurship Education Module, they learn about different types of writing that they do not study in their English writing classes. For instance, students are taught how to write meeting minutes, business plans, invoices, business cards, meeting agendas, etc .

In item 4, the mean is (3.51) and it shows students' moderate agreement with regard to improving their English language proficiency due to taking the Entrepreneurship Education Module. In addition to that, the topics they discuss and projects they deal with, require specific knowledge and language. Therefore, it can be claimed that the Entrepreneurship Education Module further improves students' language proficiency. To be more precise, in speaking, students discuss business ideas, problem-solving, how to talk to customers, how to do marketing, how to promote a product, and so on. To discuss these topics, students need specific vocabulary which they learn in class. For reading, students improve as they read resources about Entrepreneurship Education in English language. Regarding writing, students are taught how to write reports, business plans, invoices, and meeting minutes.

Regarding item 7, the students responded positively to this item with a high level of agreement as the mean is (4.05). Students affirm that they learn various writing styles via studying the Entrepreneurship Education Module. The types of writing that students learn are specific to EE. For example, reports, business plans, invoices, meeting minutes, business cards, meeting agendas, and so on. As the participants highly agree with this item, it is obvious that they have improved their writing skills .

In the 8th item of the questionnaire having the mean of (3.97), the students show a relatively high level of agreement with the role of teacher-provision feedback in improving their writing. Furthermore, it is important to pinpoint that students' writing assignments are checked and feedback is provided because feedback further improves students' writing skill. Moreover, it identifies students' strengths and weaknesses. Without this, students may keep making mistakes and necessary improvement is unlikely to occur.

As part of the Entrepreneurship Education Module, students improve another skill which is reading skill. Students of the English department have the chance and ability to read resources in English, which is deemed a significant asset in improving their reading skill. To support this, in the 11th item of the student questionnaire, the mean is (3.59) which shows students' moderate rate of satisfaction with improving their reading skill via taking EE course. This could be owing to the fact that EE classes are taught in English and the provided materials are

in English, too. In addition to that, students can easily find resources about Entrepreneurship Education in English online. Through reading resources about Entrepreneurship Education, students are able to improve their skimming and scanning skills as well.

Based upon the statistical mean of the participants' results in items 1, 2, 4, 7, 8, and 11, the students, to a relatively high extent, believe that CBI develops their reading, writing, and speaking skills. It is clear that the Entrepreneurship Education course has a direct impact on enhancing students' language skills, including speaking, reading, and writing .

Concerning the third research question (*Do the students highly regard the content and teachers' provided examples of EE as authentic*?), the statistical mean for each of items 5,9, and 10 was computed separately:

The 5th item of the questionnaire is concerned with learning about authentic entrepreneurial ideas and the mean for this item is (4.07) showing a high level of students' agreement. Through reading research, articles, and material in English, students learn about the entrepreneurial ideas of other people around the world. By so doing, students can understand what is happening in other countries. In addition, students can read about the ideas on other parts of the world and adapt them to suited circumstances in their county. In this way, students can benefit from others' ideas whether through adapting them or using them as a foundation based on which they may generate new ideas.

In item 9, the researchers sought to discover the extent of the participants' agreement with their instructor's provision of realistic examples of entrepreneurs. The mean for this item is (4.07), revealing a high level of students' agreement. To support what students study through real examples is important as this may leave a highly positive effect on the mindset of the students. When what students study is supported by real examples of successful people in the same field, learning is fostered and reinforced. With the provision of realistic examples, students will realize the various options they may have in the future as a result of what they study. In addition to that, giving real-life examples simplifies learning and makes it easier for students to comprehend the material .

Item number 10 of the questionnaire is concerned with linking learning to real life; the mean of this item is (4.03). Thus, the students highly agree that the EE content is realistic and connected to real life. From the results of this item, it can be understood that learning is authentic and students can sense it and see its value. To become valuable, teaching should be linked to the real world. By so doing, students will have a sense of achievement because they understand what they are studying is going to benefit them in their future career(s). Additionally, students will be more excited and motivated to learn given that what they study can contribute to enhancing their lives and their communities. In other words, establishing this connection between the course content and the real world tends to hook the students and engage them more in their learning as they understand the value of what they learn beyond the premises of their academic institution.

Reliant on the participants' statistical mean of their responses to items 5, 9, and 10, it can be noticed that the authenticity of the EE content and its teachers' provided examples could be highly regarded.

6. Conclusion

To conclude, the Entrepreneurship Education Module was added to the curricula of English Language Department in the academic year 2016-2017. The addition had two primary reasons. First, preparing students for life and labour market after graduation from university. Second, arming students with the necessary entrepreneurial skills to be highly qualified in the marketplace. in spite of the two above-mentioned reasons, EE improves students' English language skills as the module is taught in English.

EE plays an indirect role in improving students' language skills. Although the module is content-driven, it indirectly results in improving students' English language skills, according

to students' perceptions. Students improve their reading, writing, and speaking skills. Students improve their speaking as they involve in classroom discussions about business-related topics. Besides, students can improve their English reading skills as they are exposed to a variety of readings and materials in English language. Regarding writing skill, students can improve various English writing types through writing meeting agendas, invoices, business plans, business cards, and meeting minutes. Additionally, students improve their business vocabulary. However, the module does not substantially contribute to improving English grammar. Finally, according to students' perspectives, the content taught in the Entrepreneurship Education module is authentic and the teacher provides real-life examples to foster learning and make it more meaningful.

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Appendix 1
Students' Questionnaire

Part A: Demographical Details
Age.………… :
Gender: **Male □**   **Female□**

Part B: Teaching Entrepreneurship Education Module in English Language
To what extent do you agree with the following items? Tick one box for each item to show your degree of agreement with the item.
[Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), Strongly Agree (5)]

No	Item	(1)	(2)	(3)	(4)	(5)
1	By studying Entrepreneurship Education in English, I have improved my speaking skill.					
2	By studying Entrepreneurship Education in English, I have improved my writing skill by writing reports, emails, invoices, minutes, etc.					
3	By studying Entrepreneurship Education in English, I have learned vocabulary specific to Entrepreneurship Education.					
4	Studying Entrepreneurship Education in English has added further improvements to my own English Language proficiency level.					
5	Studying Entrepreneurship Education in English helps me to learn about authentic ideas of other people from other countries.					
6	I am taught the vocabulary needed for Entrepreneurship Education.					
7	I learn how to write reports and respond to emails, write invoices, and take minutes in Entrepreneurship Education.					
8	I improve my writing through the feedback provided by the teacher on my writing assignments in Entrepreneurship Education.					
9	The teacher provides realistic examples of successful people in Entrepreneurship Education.					
10	The content we study is realistic and connected to real life in Entrepreneurship Education.					
11	I improved my reading skills by reading resources on Entrepreneurship Education in English.					
12	By studying Entrepreneurship Education in English, I have improved my grammar.					

لێکۆڵینەوەکردن له بیرۆڕای قوتابیانی زمانی ئینگلیزی وەکو زمانێکی بیانی سەبارەت به جێبەجێکردنی وانەوتنەوەی پشتبەست به ناوەڕۆک بۆ پەرەپێدانی کارامەییەکانی زمانی ئینگلیزی له بابەتی پەروەردەی پێشەنگکاریدا

دیڤید سامی توما

بەشی زمانی ئینگلیزی، کۆلێژی پەروەردەی بنەڕەتی، زانکۆی سەلاحەددین-هەولێر

david.toma@su.edu.krd

تحسین حسین رسول

بەشی زمانی ئینگلیزی، کۆلێژی پەروەردەی بنەڕەتی، زانکۆی سەلاحەددین-هەولێر

Tahsin.rassul@su.edu.krd

پوخته

شێوازی وانەوتنەوەی پشتبەست به ناوەڕۆک یەکێکه له شێوازەکانی وانەوتنەوه که له بواری وتنەوەی زمانی ئینگلیزی بەکاردێت. ئەمر شێوازەی وانەوتنەوه بۆ وتنەوەی بابەتی پەروەردەی پێشەنگکاری بەکاردێنرێت. بابەتی پەروەردەی پێشەنگکاری له ساڵ خوێندنی 2017-2016 بۆ پرۆگرامی بەش زمانی ئینگلیزی زیادکرا. مەبەست له زیادکردنی ئەمر بابەته بریتی بوو له زیادکردنی توانست و کارامەییەکانی پێشەنگکاریانه قوتابیان و دروستکردنی قوتابی خاوەن عەقلیەتێکی پێشەنگکارانه بۆ ئامادەکردنی قوتابیان به توانا بۆ ژیان لەدوای قۆناغی زانکۆدا. ئامانج لەمر تویژینەوەیه بریتیه له، یەکەم، دەستنیشانکردنی بۆچوونی قوتابیان دەربارەی وتنەوەی بابەتی پەروەردەی پێشەنگکاری به زمانی ئینگلیزی و کاریگەرییەکانی لەسەر باشترکردنی ڕێزمان و وشەکان وەک دوو بەش سەرەکی زمان. دووەم، دەستنیشانکردنی دیدگای قوتابیان دەربارەی بەکارهێنانی شێوازی وانەوتنەوەی پشتبەست به ناوەڕۆک به مەبەستی باشترکردنی کارامەییه زمانەوانییەکانی قوتابیان. سێیەم، دەستنیشانکردنی بۆچوونی قوتابیان دەربارەی ڕاستەقینەبوونی ناوەڕۆکی بابەتی پەروەردەی پێشەنگکاری و ئەو نموونانەی که له لایەن مامۆستاکانەوه دەهێنرێنەوه.

ئەمر تویژینەوەیه تویژینەوەیەکی وەسفییه که تیایدا میتۆدی چەندێتی بەکارهاتووه ئەویش له ڕێگەی بەکارهێنانی ڕاپرسییەک پێنج خاڵ بەپێی پێوەری لایکەرت. ڕاپرسیەکه به بەکارهێنانی بەرنامەی شیکردنەوەی ئامار (SPSS وەشانی 26) شیکرایەوه. ژمارەی بەشداربووان لەمر تویژینەوەیه بریتی بوو له 59 قوتابی قۆناغی دووەمی بەش زمانی ئینگلیزی له کۆلێژی پەروەردەی بنەڕەتی-زانکۆی سەلاحەددین بۆ ساڵی خوێندنی 2021-2022. پشتبەست به دەرئەنجامەکانی تویژینەوەکه، زیادکردنی بابەتی پەروەردەی پێشەنگکاری بۆ پرۆگرامی خوێندنی بەش زمانی ئینگلیزی کاریگەری باش و ئەرێنی هەبووه لەسەر قوتابیان. له دیدگای قوتابییەکاندا دەرکەوت که زۆرینەی قوتابیان له کارامەییەکانی ئاخاوتن و خوێندنەوه و نووسین بەرەوپێشچوونیان بەخۆوه بینیوە. وه قوتابییەکان ئەوەشیان دەرخست که توانایان له ڕووی زانینی وشەی نوێ باشتربووه و هەروەها ناوەڕۆکی بابەتی پەروەردەی پێشەنگکاری ڕاستەقینەیه و پەیوەسته به ژیان.

وشه سەرەکییەکان: شێوازی وانه وتنەوەی پشتەبەست به ناوەڕۆک، پەروەردەی پێشەنگکاری، باشترکردنی کارامەییەکانی زمانی ئینگلیزی، ئینگلیزی وەک زمانێک بیانی، بیرۆڕای قوتابیان.

استكشاف وجهات نظر طلاب اللغة الإنجليزية كلغة أجنبية حول تطبيق التعليم القائم على المحتوى لتحسين مهارات اللغة الإنجليزية في مادة تربية ريادة الأعمال

دیڤید سامی توما

قسم اللغه الأنجلیزیة، کلیه تربیة الأساس، جامعة صلاح الدین - أربیل

david.toma@su.edu.krd

تحسین حسین رسول

قسم اللغة الأنجلیزیة، کلیه تربیة الأساس، جامعة صلاح الدین - أربیل

Tahsin.rassul@su.edu.krd

ملخص البحث

التعليم القائم على المحتوى هو احد انواع التعليم المستخدم في مجال تدريس اللغة الإنجليزية. يستخدم هذا النوع من التعليم لتدريس مادة تربية ريادة الأعمال. تمت إضافة مادة تربية ريادة الأعمال إلى منهج قسم اللغة الإنجليزية في العام الدراسي 2016-2017. علاوة على ذلك، كانت الأهداف الأساسية من اضافة هذه المادة هي تزويد الطلاب بمهارات ريادية وبناء عقلية ريادة الأعمال لديهم. تم اتخاذ هذه الخطوة لإعداد الطلاب للحياة بعد التخرج وجعلهم مؤهلين في عالم الأعمال والسوق. تهدف الدراسة الحالية ، أولاً ، إلى استكشاف معتقدات الطلاب حول تدريس مادة تربية ريادة الأعمال باللغة الإنجليزية و اذ كان اي دور في تحسن مفردات اللغة الإنجليزية وقواعدها لدى الطلاب كونهما مجالين رئيسيين للغة. تهدف هذه الدراسة الى معرفة إلى أي مدى يعتقد الطلاب أن التعليم القائم على المحتوى يطور مهاراتهم اللغوية. ثالثًا ، يُظهر هذا البحث واقعية المحتوى الذي يدرس في مادة تربية ريادة الاعمال والأمثلة المقدمة من الاساتذة من خلال دراسة وجهات نظر المشاركين.

الدراسة الحالية وصفية استخدم فيها الباحث المنهج الكمي. علاوة على ذلك، تم استخدام استبياناً مغلقًا من خمس نقاط للطلاب حسب مقياس ليكرت . ثم تم تحليله من خلال (SPSS الإصدار 26). تتكون عينة الدراسة من 59 طالباً في المرحلة الثانية من قسم اللغة الإنجليزية بكلية التربية الأساسية في جامعة صلاح الدين - أربيل في العام الدراسي (2021-2022). بناءً على نتائج الدراسة، فإن دمج تعليم ريادة الأعمال في منهج قسم اللغة الإنجليزية له العديد من المزايا والآثار الإيجابية على الطلاب. في بيانات الدراسة الحالية، أشار الطلاب إلى أنهم حسّنوا من مهارة التحدث و مهارة القراءة كما تحسنت مهاراتهم في الكتابة. كما أشار الطلاب لتحسن مفرداتهم كمجال لغوي مهم. أخيرًا ، تظهر النتائج أيضًا أن محتوى مادة تربية ريادة الاعمال واقعي و مرتبط بالحياة الواقعية.

الكلمات الدالة: التعليم القائم على المحتوى، تربية ريادة الأعمال، تحسين مهارات اللغة الإنجليزية، اللغة الانجليزية كلغة اجنبية، وجهات نظر الطلاب.