



**Ain Shams University**  
**Faculty of Education**  
Curriculum & Instruction Department

**The Effectiveness of Using Content-Based Instruction  
in Developing English Majors' Critical Listening and  
Speaking skills**

**A Thesis submitted for the P.HD. Degree  
In Education (Curriculum & EFL Instruction)**

*By*

**Ahmed Hamdy Rady Lasheen**  
**Assistant Lecturer, English Department, Faculty of  
Education, October Six University**

*Supervised by*

**Dr. Magdy Mahdy Aly**  
**Professor of EFL Instruction**  
**Faculty of Education**  
**Ain Shams University**

**Dr. Faisal Hussein Abd-Alla**  
**Associate professor of Linguistics**  
**Faculty of Education**  
**Ain Shams University**

**Dr. Dalia Yahiya Ibrahim**  
**Lecturer of EFL Instruction**  
**Faculty of Education**  
**Ain Shams University**

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**By:** Ahmed Hamdy Rady Lasheen

**Supervisor (S):** Prof. Dr Magdy Mahdy Ali  
Prof. Dr. Faisal Hussein Abd-Alla  
Dr. Dalia Yahiya Ibrahim

## **ABSTRACT**

The present Study aimed at developing critical Listening and speaking skills for third year, English Majors at faculty of Education, October Six University through Content-based Instruction. For this purpose, two groups (N = 80) were randomly chosen, a group as a control one and the other is an experimental group. The experimental group students received a content-based program prepared by the researcher following, two models: Theme-based Instruction and sheltered based Instruction. To test the program's effectiveness, a number of instruments were prepared. Pre and post-tests of critical Listening and speaking skills and analytic speaking skills rubric. Results revealed the effectiveness of content based Instruction in developing English majors' Critical Listening and speaking skills.

## **Keywords**

Content-based instruction, theme-based instruction, sheltered based instruction, critical Listening and speaking skills

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# **Chapter One**

## **Background & Problem**

## **CHAPTER ONE**

### **Background & Problem**

#### **Introduction**

English, of all the languages in the world today is regarded as a world language. Although English is not the language with the largest number of native 'or' first language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for Communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a second language. Historical, political, cultural, and economical factors have influenced and sustained the spread of English Language, and interpreted the interlocking reasons for its popularity as a lingua franca. Learning and developing English Language skills have become a fundamental demand to be able to interact effectively with others.

#### **Research introductory view**

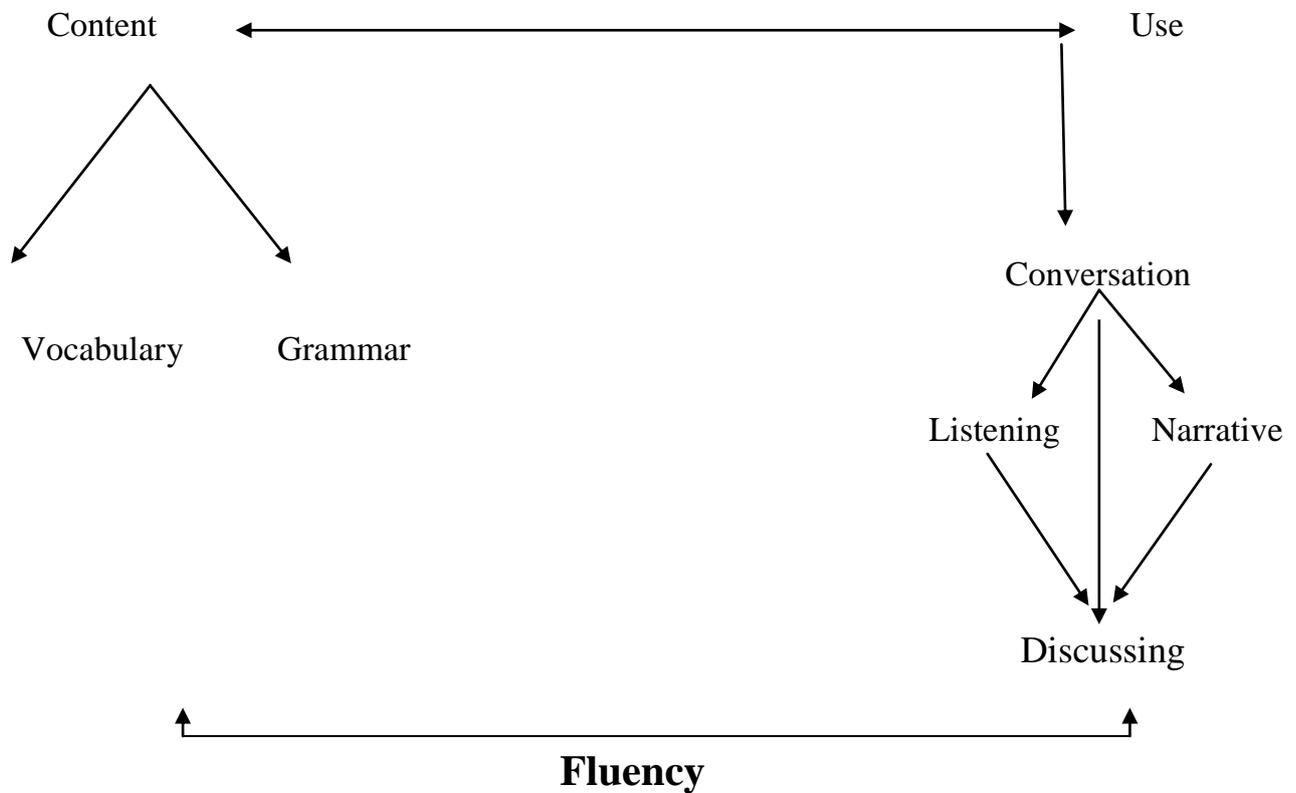
Listening plays an important role in second/foreign Language Learning. Language learning depends on listening since it provides the aural input that serves as the basis of language acquisition and enables learners to interact in spoken communication. Each type of Listening highlights a social function and its role in effective communication. Kline (1996), pp.38-99) maintains that "the ability to listen critically is

essential in a democracy, on the job, in the community, in places of worship, in the family- there is practically no place, where critical listening is unimportant."Bovee, 2003, p. 71) added that critical listening is applicable to every listening situation, but it is particularly helpful when we are listening to a persuasive speech. We would use critical listening to shift the ideas and the evidence, and then to form our own conclusions, which may or may not be the same as the speaker's conclusions. Listening skills are vitally important to our relationships because so much of our communication time is spent in listening .

Listening and speaking skills co-occur in real life discourse so, they should be taught in integration. Teaching listening and speaking skills in integration improves students' oral communicative competence. They are closely linked, according to Perez-vidal (2014, p. 195)"the close association between listening and speaking, with the latter being the productive performance in the foreground and the former the receptive performance in the background, with both being related to social interaction ". Communicative competence is considered the goal of language acquisition and learning. It is defined as the ability to use the language correctly and appropriately to accomplish communication goals (Foralova 2007, p. 16).

The ability to speak clearly and effectively is a skill that many of our learners request, whether for employment or to express their personal needs. Safein (2014, P.4) illustrates that Listening and speaking are two faces of the same coin; both of them constitute oral communicative skills. It is the tongue that builds a communication bridge between the listener and the speaker and most people use speech to communicate in various contexts. Elizabeth & Rao (2007) assert that student's speaking ability depends considerably upon his listening ability. The learner who gets a lot of listening practice becomes good in the spoken aspect of the language. So the teachers should give due importance to listening activities. They should provide students with comprehensive input(content) in / by which students communicate effectively. (See figure "2").

## An Educational Model of spoken Language



**Figure (1) Locke (2013, P. 14)**

In spite of significant role in language acquisition and learning, there has been a lack of interest in teaching listening in general and critical listening in particular. Al-Rashidy (2012, P. 2) illustrates that listening is considered the forgotten skill because teachers assume that the students can develop listening skills naturally on their own without any special training or practice. Teachers believe that exposing students to spoken language is sufficient in developing listening skills.

Critical listening is first and foremost a skill that can be learned and improved. According to Duch & McMahan (2012, P.