



## A Content-Based Approach to Enhance Geography Students' Proficiency in English Language

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### Abstract

Language learning is not an easy task for students to do, especially non-departmental students that they would commit errors need to be corrected. As the researcher's aim is to enhance non-departmental students in English, it was found that second year students, Department of Geography, College of Education for Humanities, University of Mosul faced difficulty in answering the test question of English, besides their poor level in reading and comprehension of the material when they were asked to summarize it. On this basis, the researcher had randomly chosen 40 students as a sample and divided them into two groups, namely control (CG) and experimental (EG). Both groups were exposed to a pretest on the subject they had studied. No differences have been noticed between the achievement of both groups on the test. The researcher tried to find ways of making students be conscious of English especially if we know that they need extensive practice of the language. The CG was taught by using one of the basic geographic materials written in English based on the traditional method, while the EG was taught the same material based on the content-based approach (CBA), where students can practice meaningful words in contexts. According to Bingham (2010), students need interaction to exchange information within a group to provide appropriate models and specific feedback, that can develop their self-monitoring skills and be more autonomous within a class, perhaps taking account of guidance, advice or information from the teacher. At the end, both CG and EG have been given an achievement test. The findings, using the T-test, showed that the EG has better achievement than the CG.

**Keywords:** *Content-based Approach, Content and Language Integration, Enhance, Geography Students, English Proficiency.*



## المنهج القائم على المحتوى لتعزيز كفاءة طلاب الجغرافيا في اللغة الانكليزية



دلال منذر فرج

مدرس

قسم اللغة الانكليزية

كلية التربية للعلوم الإنسانية/ جامعة الموصل

### المستخلص

إن تعلم اللغة ليس مهمة سهلة على الطلاب، خاصة الطلاب غير الاختصاص الذين قد يرتكبون أخطاء يجب تصحيحها. بما ان هدف الباحثة هو تعزيز الطلاب غير الاختصاص في اللغة الانكليزية، فقد وجد أن طلبة السنة الثانية، قسم الجغرافيا، كلية التربية للعلوم الإنسانية، جامعة الموصل يواجهون صعوبة في الإجابة على سؤال اختبار اللغة الإنجليزية، إلى جانب ضعف مستواهم في القراءة واستيعاب المادة عندما طلب منهم تلخيصها. وعلى هذا الأساس قامت الباحثة باختيار ٤٠ طالباً كعينة عشوائياً وتقسيمهم إلى مجموعتين ضابطة (CG) وتجريبية (EG). وقد تعرضت كلا المجموعتين لاختبار مسبق حول الموضوع الذي سيدرسونه، ولم يلاحظ وجود فروق بين تحصيل المجموعتين في الاختبار. حاولت الباحثة إيجاد طرق لجعل الطلاب واعين للغة الإنجليزية خاصة نحن نعلم أنهم بحاجة إلى ممارسة مكثفة للغة. تم تدريس CG باستخدام إحدى المواد الجغرافية الأساسية المكتوبة باللغة الإنجليزية بناءً على الطريقة التقليدية، بينما تم تدريس EG المادة نفسها بناءً على المنهج القائم على المحتوى (CBA)، حيث يمكن للطلاب ممارسة كلمات ذات معنى في السياقات. وفقاً لبيبنغهام (٢٠١٠)، يحتاج الطلاب إلى التفاعل لتبادل المعلومات كمجموعة لتقديم النماذج المناسبة وردود الفعل المحددة، التي يمكن أن تطور مهارات المراقبة الذاتية لديهم ويكونوا أكثر استقلالية داخل الفصل، وربما مع الأخذ في الاعتبار التوجيه، النصائح أو المعلومات من المعلم. في النهاية، تم إعطاء كل من CG و EG اختباراً تحصيلياً. وأظهرت النتائج، باستخدام اختبار T-test، أن إنجاز EG هو أفضل من CG.

الكلمات المفتاحية: المنهج القائم على المحتوى، دمج اللغة والمحتوى، تعزيز، طلاب الجغرافيا، إتقان اللغة الانكليزية

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## **1.Introduction**

Teachers always need to find ways to engage all students during the lectures. Every student has a preferred way to absorb new information according to a specific learning style, whether visually, auditorily or kinesthetically. As such, teachers endeavor to set their teaching plans carefully by offering varied, active, engaging, and interactive lectures. As it is important for geography students to explore the physical and human features of the land and map the regions of the world, this research deals with the teaching material but by English through the adoption of the CBA.

As geography students tend to learn English rules from their teachers of English who ask them to memorize such rules then explain them, this can be tedious, demotivating and discouraging. CBA provides students with a more meaningful and authentic language learning experience by immersing them in a subject matter that interests them.

### **1.1 Problem of the Study**

English as a foreign language is taught as an obligatory subject to the non-departmental students at all colleges of University of Mosul. Teachers of English try their best to make students take benefit from studying the subject. In this study, second year geography students are found face difficulty in dealing with English as a subject whether by reading contexts or summarizing by writing and spelling.

### **1.2 Aim of the Study**

This research aims to enhance English reading and writing skills of geography students by integrating CBA into the teaching of geography materials, specifically focusing on the topic of "Eurasia" written in English. The goal is to increase students' proficiency in English while deepening their understanding of geographical concepts.

### **1.3 Hypothesis**

Practicing meaningful words in contexts and doing some activities to understand the geographical material in English enable students specialized in geography to understand the materials they study and increase their proficiency in English.

### **1.4 Research Questions**

Does the integration of CBA in teaching geography materials on 'Eurasia' in English effectively improve geography students' proficiency in English reading and writing skills?

## **2. Theoretical Background**

This section sheds light on the general meaning of the CBA, its characteristics, principles, advantages and disadvantages, besides the theoretical account of the geographical material "Eurasia" in (Appendix 2), the students' research material.

### **2.1 What is a Content-Based Approach (CBA)**

CBA is a form of communicative language teaching (CLT) where the emphasis is on using the foreign language as a tool for communication and learning, with the acquisition of linguistic form being secondary to the primary goal of information exchange and knowledge acquisition (Bingham, 2010: 275). This approach is based on the need to learn a particular content within communicative situations, where the traditional sequence of language learning is reversed. In CBA, there is a successful use of language system in context. Students learn language by being engaged with authentic texts and materials and communicative activities linked to the actual world contexts. When students are actively engaged in communication, their motivation to understand and express meanings tends to be elevated. This kind of interaction can provide valuable models, specific feedback, and fill in any knowledge gaps that the learner may have, allowing for a more immersive and effective learning experience (Alkhateeb, 2002: 2).

CBA is a means of developing students' linguistic ability through meaningful content, the subject matter (Bula, 2014: 72, 82). During the lesson, students focus on learning about something from a serious science subject or even a topical news story or films that interests them. They learn about this subject using the language they are trying to learn as a tool to develop their linguistic ability. This is a more natural way of developing language ability which corresponds to the way an individual originally learns their first language (Rhalmi, 2009: 1; Peachey, 2010: 1; Yeats, 2020: 1). In theory, studying the language around content that is interesting to the student increases immersion, interest, motivation, and engagement, where the teacher presents the content and students participate in activities to develop their academic language and study skills. This comes in contrast to traditional educational styles which rely on rote memorization (Kemp, 2022: 1-2).

As CBA involves integrating the learning of language with the learning of content simultaneously (Alkhateeb, 2002: 1; Bingham, 2010, 287), language learning occurs incidentally through the content learning (Vivas, 2018:1) (see also Richards and Rodgers, 2001: 204-205). Teachers help in creating CBA materials and tasks using varied cultural content to enhance students' language proficiency, where teacher explanations, texts, presentations, and associated activities and tasks are the main sources of content knowledge and language forms and meanings to be understood.

These different ways for organizing information can help students master both the new content and language in which it is presented (Bingham, 2010: 279-280, 285).

CBA is learner-centric, taking into consideration students' background, language needs and objectives, allowing them to be creative and involved in teaching decisions. It involves cooperative learning activities such as pair and group work which provides opportunities for students to process language learning (Ibid: 277), because of the increasing opportunities for practicing language which enables students to take risks with the language and to see if they can negotiate meaning, and gives them the opportunity to monitor how well they understand and are understood (Hedge, 2000: 73), besides supporting each other in collaborative modes of learning (Richards and Rodgers, 2001: 213; Alkhateeb, 2002: 1). Students' doing things, talking, asking questions will lead to more learning and mastering of things faster and efficiently, for it is more enjoyable and motivating than absorbing messages from a teacher. Students need to explore new ideas through talk and writing. Thus, they can be more autonomous (being responsible for their own learning), with the teacher's help, guidance, or information to understand language and accomplish tasks within a class. Autonomy is beneficial for students' long-term development. The more a person is told what to do, the less the person is likely to feel interested or committed to the task (Hedge, 2000: 362; Scrivener, 2012: 108-109).

The more students can rehearse real-life language and situations, the more confidence and motivation they will have (Celce-Murcia et al., 2010: 280). Students can take over responsibility through interactions and experiences which allow them to grow and recover from mistakes (Jackson, 2012: 274). They are given a chance to try to compare their own use of language form for justifying the criteria with forms the teacher gives them, and can pay attention to the correct forms. This provides opportunities for intake and the further development of the students' interlanguage systems (Hedge, 2000: 60). After some time of real practice, students not only gain certain language knowledge but also begin to use their knowledge to evaluate their peers' performance. The teacher keeps monitoring students and communicates with them so as to evaluate their progress and identify their needs in a better way (Long and Huang, 2015: 48-49).

## **2.2 Principles and Characteristics of CBA**

Following are the main principles of CBA:

- CBA encourages the integration of language teaching with an integrated skills approach (Bula, 2014: 74).

- It involves students taking active part in all stages of education, where they do not rely on their teacher to control the learning experience but participate actively in the construction of knowledge (Ibid).
- It encourages students to collaborate and cooperate in order to carry out tasks or activities that require them to use the language for the purposes of processing and producing content (Rhalmi, 2009: 3).
- Instructional decisions are based on content rather than language criteria, influencing the selection of language items that are related to students' needs, interests, experiences and goals for better learning (Bula, 2014: 74).
- Students learn a foreign language more successfully when they use it as a means of acquiring content rather than as an end in itself (Richards and Rodgers, 2001: 205).
- Teachers try peer evaluations, where students are not only actors in class whose performance will receive feedback, but also judges who are responsible for evaluating the classmate's output (Long and Huang, 2015: 45-46).

As for the CBA characteristics, they are as follows:

- To develop language skills and expand their world knowledge, students are learning something that interests them in the target language.
- Specific linguistic features can be taught with the use of structured content during a period of time, thus enabling students to understand the subtleties of this target language. This can be achieved with the use of authentic materials which can help them to be more motivated and independent students who want to keep learning outside the classroom (Bula, 2014: 74).
- Techniques and activities in CBA classroom involve students' active participation, as pair and group work, information gap, jigsaw puzzle, discussion and debate, role playing, etc., where a lot of exposure is given to students to the language through the study of a series of relevant topics. Thus, students learn the language as a by-product of learning about real-world content (Vivas, 2018: 1).

## **2.3 Models of CBA**

There are three CBA models, and as follows:

### **2.3.1 Theme-based CBA**

In theme-based CBA, specific topics or themes of need and interest to students are organized in the language curriculum. Besides the importance of content learning, the principal focus of evaluation is language learning to promote students'

communicative proficiency. Theme-based instruction can be used with any age or proficiency level (Bingham, 2010: 281), and can be taught by EFL teachers (Alkhateeb, 2002: 2). It creates language activities for students based on the content theme, such as students who are learning about food nutrition, making a meal to enjoy together with the use of English, to discuss kitchen supplies needed and cooking methods to prepare a meal as a class activity (Yeats, 2020: 1). This environment is conducive to the successful acquisition of the target tongue (Bula, 2014: 74). Stoller and Grabe (1997: 81) use the term "theme-based instruction" as a synonym for CBA in general, claiming that CBA is fundamentally theme-based. Thus, this model is more applicable with the present study in using the same way of teaching by EFL teacher.

### **2.3.2 Sheltered CBA**

Sheltered CBA is used in the case of younger foreign students learning the language of their host country, where the curriculum is taught in a foreign language by native speakers of that language (Bingham, 2010: 281-282). Teachers' goal is to enable their students to study similar content material as regular English L1 students, so that they are given special assistance to understand regular classes (Alkhateeb, 2002: 2). Teachers teach the content at a level that is comprehensible, while promoting language development, by drawing connections between lesson content and the students' interests, experiences, and backgrounds (Kemp, 2022: 4).

### **2.3.3 Adjunct CBA**

The adjunct model helps higher-level students transition to a traditional academic environment. It is commonly used with university-aged international students (Ibid: 5). Second language (L2) students have to be able to follow the regular lectures and readings alongside native speakers and understand the colloquial language and in-group cultural references in classroom discussion (Bingham, 2010: 283). Students take two courses, paired or adjunct. They are linked courses, where one is based on a specific content, and the other on specific linguistic features of the target language. Both courses are used in order for students to understand the subject matter and improve their language skills (Bula, 2014: 75); for example ESL students who take a philosophy class, take a corresponding ESL academic writing class. This helps students master the writing skills and organizational style needed for a philosophy paper (Yeats, 2020: 2).

## **2.4 Advantages of CBA**

Following are the main advantages of CBA:

- CBA can make learning a language more interesting and motivating (Bingham, 2010: 277).

- The use of subject matter as the content for language learning maximizes students' exposure to the FL, because they are studying both language and content simultaneously, and they will master them through a reciprocal process (Ibid).
- Through repeated communicative encounters with language forms and patterns, related to a given topic, in both oral and written modes, the development of languages progresses (Ibid).
- Students' continued mental development and practice, as well as their availability for new encounters and longer term retention, are ensured by their continued understanding and production of recently learned linguistic forms in new contexts. Therefore, the link will benefit both kinds of learning (Ibid: 278).
- The language is used by students to fulfill their real purpose, which can make them more independent and confident. So, besides offering educational knowledge to students, CBA is helping students to acquire valuable study skills, for example taking notes, summarizing and deriving key information from texts which can help them develop thinking skills (Peachey, 2010: 3).
- The group work helps students develop their collaborative skills, which can have a great social value (Bula, 2014: 82).
- CBA motivates students since they are exposed to different and interesting topics which can facilitate the comprehension of the language (Vivas, 2018: 2).

## **2.5 Disadvantages of CBA**

In this section, light is shed on the disadvantages of CBA:

- Students may be confused by CBA implicit language instruction, which might lead them to believe that they do not learn the language (Alkhateeb, 2002: 3). Introducing language focused follow-up exercises and activities can help in increasing linguistic elements in this material.
- In addition, some students may copy from the source texts they use to get and share their information. This can be avoided by designing tasks that demand practical use (Peachey, 2010: 4).
- CBA may not be suitable for all students, because of the limited time for students to achieve an adequate academic level (Vivas, 2018: 2).
- For CBA not to prioritize the content over language skills which prevents students in developing a strong foundation in the language, teachers have to select appropriate content and design effective language instruction activities, though it is time-consuming.



### **3. The Experimental Design**

#### **3.1 Teaching Plan**

Students need a lot of help from their teachers at the beginning of classes, such as providing instructions or explanations, constructive feedback and use of language frames and encouragement with the teaching materials. A content-based instruction lesson can be approached in this way:

1. Preparation: Choose a subject of interest to students, in order not to be frustrating, by finding suitable sources that deal with different aspects of the subject as website or reference books (Alkhateeb, 2002: 2; Rhalmi, 2009: 5; Peachey, 2010: 2; Bingham, 2010: 287). The teacher starts the lesson by introducing some content of the topic (of the printed material) with key words and get students think about the issues and may invite questions, where students listen and ask questions to clarify. This will involve both consciousness-raising and practice (10 minutes) (Hedge, 2000: 66; Bula, 2014: 76).

2. During the lesson: The teacher organizes students into small groups and assign each group information in the target language to use to help them fulfill the task. As the research concern is in reading and writing, each student has individual reading, checking meaning with peers, discuss information, and re-write it while the teacher monitors and guides. Then after sharing, they compare their information with other groups to find similarities and differences, by producing their performance of the task in front of the class as the end result of a group report or presentation (10 minutes) (Alkhateeb, 2002: 3; Rhalmi, 2009: 5; Peachey, 2010: 2; Bula, 2014: 77). Content shared about a topic is followed by activities. These activities provide opportunities to experiment with language, to listen to and produce a wide range of vocabulary and language functions, and to negotiate meaning in interaction with other students, to develop their communicative ability in addition to acquiring language knowledge (Hedge, 2000: 359, 364). Teaching a lesson, instead of overtly teaching language, with doing a real-world activity helps in learning the language through the process of trying to understand the content (Scrivener, 2012: 92). Students follow a receptive-to-productive sequence; after discussing the content, their attention is drawn to linguistic features, by reading and writing activities, to practice it (Celce-Murcia et al., 2010: 292).

Reading and writing skills can improve critical thinking and improve memory. By practicing these skills, students are able to expand their knowledge on a wide variety of topics (Rawat, 2022: 5). Reading is important for learning new words and information. It exercises brain and improves concentration, beside reducing stress, and helps in understanding and sharing others' feelings. The regular reading can motivate students to never give up and stay positive. In addition, reading can

improve writing skills by helping the reader understand different writing styles, through practicing and familiarizing with basic rules (Amani, 2023: 8). Writing skills increase awareness and creativity (Kajal, 2019: 4). It goes beyond grammar, vocabulary, spelling, and sentence structure, beside accuracy and clarity. It is used to communicate effectively through the written word, by sharing ideas and build relationships. Students can read through their work to catch misspelling, inconsistencies, and grammar errors, then address the larger problems with structure. Grammar and spelling keep writing consistent and legible, while structure ensures the big ideas get across to the reader (Amani, 2023: 1, 4, 6). Students can ask a friend or the teacher to read what they have written to provide them with feedback and see how they interpret their text (Kajal, 2019: 5).

At the end, during the period of instruction, the teacher should provide continuous informal feedback on individual progress to provide opportunities for self-monitoring and correction and peer feedback. Students must first be able to recognize that they are making mistakes before they can correct them (Celce-Murcia et al., 2010: 319). Then, after pair and group work, the teacher reviews the activity with the whole class, and provide feedback. In error correction, to promote accuracy in communicative contexts, the teacher draws attention to unintelligible reading or writing by asking the student to repeat more carefully, to determine what she/he is trying to read and then identify the error, by saying "be clear" after an error, to develop students' self-correction and monitoring skills (Lane, 2010: 14-15, 172) (see also Hedge, 2000: 295). This helps students to locate systematic errors, review corrective input, direct their own learning, and note progress over time (Celce-Murcia et al., 2010: 324).

### **3.2 Teaching and Learning Activities**

To increase the production of content and language (see in Appendix 2), students need a variety of activities. Communicative activities should accompany the lesson to involve students in independent, collaborative learning. Sharing of content about a specific topic can raise awareness of the language and develop thinking skills in an motivating and enjoyable way, where the language can be drilled along with the structures being practiced. According to the materials activities are chosen (Kelly, 2000: 37, 41; Hedge, 2000: 3, 286; Peachey, 2010: 1). Here are some examples of activity types, that are used during the experiment, to involve students and develop their thinking skills:

- **Listing**

The teacher has students list on a piece of paper e.g. three "monuments" they like and why. S(he) encourages them to use words and phrases from the paper. Students work in small groups and compare the monuments that they liked and tell it

individually to the whole class, then the teacher provides feedback on the correct utterance of the words (see Lane, 2010: 179). The teacher may also write on the board mountains or rivers in random order and asks students to sequence them from largest to smallest (Habte-Gabr, 2008: 3, 12, 22).

- Discussing a question (a critical thinking skill)

The teacher bases communicative practice by students discussing a question like "Do you think that monuments are one of human features or physical one and why?" When the group work has finished, the teacher asks individual students to explain the role of these monuments in people life, then provide feedback on the correct writing of the words and sentence structure (Lane, 2010: 183).

- Collaborative Writing

The teacher chooses a specific topic and asks students, as groups, to write lines of it, from the copy of the printed material, on strips of paper, which can be collected in a box, or put in a pile. Groups then select a given number of lines from the box or pile, to be read out later to the class, after being practiced and reorganized into an arranged material. The task focuses students on the material in question. Students must practice their respective sentences, and then memorize them (Kelly, 2000: 43-44) (see also Celce-Murcia et al., 2010: 155-156).

- Information-gap

The teacher helps students negotiate by creating the 'gap' of information between them for transferring information. As an example, each member of a pair has a part of the total information and attempts to convey it through reading to the other to write the missing words (Hedge, 2000: 58-60). Students complete sentences by writing, then read the whole definitions, and after presenting key concepts, they can apply their knowledge on the map.

Student A
Europe is the second smallest continent in the world. It is bounded by Arctic Ocean to the north, the ..... to the west, the ..... to the south and ..... to the east.

Student B
Europe is the second smallest ..... in the world. It is bounded by ..... to the north, the Atlantic Ocean to the west, the Mediterranean Sea to the south and Asia to the east

Worksheet 1: information-gap activity

- Presenting Pictures

The teacher invites students to look at a picture or a map (in the textbook, paper or flashcard, as part of a lead-in to study a text or topic) to tell about it. For the students

to be more interest and involved, s(he) starts eliciting by questions, leaving it up to students to look, think, decide and say the answers. Thus, they will be more interested in reading any follow-on text to find out if their interpretations and guesses are correct (Scrivener, 2012: 139-140). The teacher may ask students to compare two maps, and give reasons for changes in the environment, beside finding similarities and differences between two places in the physical or human features (Habte-Gabr, 2008: 3, 12).

- Summarizing

Presenting students with texts authentic to their needs (Hedge, 2000: 68). By using authentic materials and focusing on self-guided, students notice target structures and then practice them until they develop automaticity. Then, students are asked to summarize, by writing, what they have read to develop their critical thinking (Grote and Stacy, 2015: 171).

Content and language support is very important. The teacher has students understand the reading, then interpret it, and asks the other students if they agree with the interpretation provided by the first student, and they have to explain if there is any difference. Then, the teacher gives feedback on English words and sentences. In order to encourage the development of lower order thinking skills, teachers may also use questions, e.g. 'which, where, when and what' to check students' understanding of the new concept and to review learning, or ask questions which demand higher order thinking skills, e.g. 'why and how' questions to develop skills of evaluating, reasoning and hypothesizing. To support a specific structure, teachers write, on the board, specific examples (Habte-Gabr, 2008: 5-6, 11).

- Doing Jigsaw puzzles

A puzzle often serves as a method of keeping one's mind active. Jigsaw puzzle, the set of varied irregularly shaped pieces that when properly assembled form a picture or a map, is used to present a content (Augustyn, 2023: 1). It results in rapid-up-and-down motion. Solving it serves as a tool for testing students image recognition skills. Jigsaw puzzle helps in improving collaborative and teamwork skills, productivity, and releasing stress (Mazerall, 2022: 1, 5). Every group has its different jigsaw puzzle, where half of the pieces show images and key words, while the other half show definitions to be read.

- Providing information

Communicative practice is provided to students with words related to human features, where the list shows some of them and students have to check the ones that are most related: a. countries, b. climate, c. animals, d. Oceans, e. culture, f. agriculture, g. industry, h. population, i. rivers, j. seas, k. mountains, l. migration, m.

deserts. Students compare their choices with their classmates, read their choices and listen while others explain their opinions (Lane, 2010: 177).

- Doing Domino games

Games usually motivate students and develop communication skills, while consolidating new language and subject concepts. Students listen to and match words with their definitions when playing dominoes. The teacher makes a series of dominoes out of card, each with a key concept written on one half but with the definition of a different key concept on the other half. Below is an example of four cards:

Istanbul	Is the largest and most populous.
----------	-----------------------------------

China	Is a transcontinental city which straddles both Asia and Europe.
-------	--

Russia	Is more than just a peninsula jutting out from the Asian landmass.
--------	--

Europe	Once considered a Third World country, is now regarded as a global superpower as the European Union.
--------	--

Worksheet 2: a domino game

Or for each pair of students in the class, the teacher will make a domino card. One reads out the definition on the domino. The pair who have the right concept for this definition are putting up their hands. Then, everyone in the class contributes and the dominoes are finished, one student reads out the definition, and so on. In making dominoes, it is better to make them a continuous sequence that ends with a domino that matches the word on the first domino, if not, the game can end before all the dominoes are used (Habte-Gabr, 2008: 23-24).

### 3.3 Procedures

English is a compulsory course for second year geography students, college of Education for Humanities, University of Mosul. Students used to learn geography materials in Arabic. In this research, the researcher chose to teach them one of their basic materials "Eurasia" in English. This was done, by focusing on interesting topics and contents prepared by the researcher using online sources to give concepts

students would need to understand and highlight vocabularies they needed to understand and communicate with translation to Arabic for the complicated and scientific words to make it easier for students to pay attention to English alike and be easily engaged, for the experimental group, as groups, to acquire the content and language. The other group, the control one, was taught geographic material according to the current methods, where students had no say and no influence over.

Students were taught during the first semester. At the beginning, 40 students from 100 were chosen after a pre-test, which was held on 5 November, as a sample of the research. Then, they were divided equally into two groups, control and experimental. They were assessed according to their performance of the test, where the assessment focused on students' perception and production. Assessing students' performance of the test was in measuring their accurate use of English beside their preparation of content. The test (see Appendix 1) consisted of four questions:- the first two questions tested students' recognition of the geography material, its mark was 20, one mark for each point, while the third question (its material is adopted from Rosenberg, 2019: 1) tested students' production of English in reading and writing, its mark was 30, 10 marks for measuring students' fluency and accuracy in reading and their achievement was recorded to be analyzed and checked, and 20 marks for testing students' writing ability regarding spelling, grammatical structure, punctuation marks, and idea. The test was proved to be valid, according to experts in applied linguistics and methodology in terms of its contents and objectives, that it measured what it meant to measure. It had also been shown to be reliable because it was administered by the researcher and repeated for a period of two months in the same sample of students.

The researcher selected the content that supplements the essential materials and sequenced it from general to specific. She supported students of EG to share their information among the members of the group. Sharing of content and discussion was followed by related activities to increase students' interest, motivation, and fun and kept them engaged and focused in their learning, besides the use of pictures or maps to consolidate learning visually, to enhance learning the material and English to be accurate in reading and writing. Less able students were paired with more able ones to ensure enough evidence was noted. The researcher moved around to ensure the groups were on task by asking questions or providing examples, paraphrasing or summarizing key information to make sure that all group members understood the points. L1 might also be used between students to clarify the researcher's instructions, develop ideas for curricular content, and encourage peers. Most students worked diligently beyond the classroom to perform best efforts. Some students needed more support to understand the concepts of the subject, while others to communicate ideas. After a series of comments, the researcher provided

immediate feedback on each student's performance, including areas of improvement and problems. At the end of each lesson, the researcher spent some time to recap and recover. Feedback was important for not causing student confusion and mislearning.

Most students became well aware of their problems in English, through reading and writing, and were eager to overcome them. Reading skill was used to improve students' uttering of the words and sentences, while writing skill was used to improve their spelling of words and sentence structure. At the beginning, the researcher read the material then for students, as a group, read and identified, and if they made a mistake the researcher helped students to self-correct by remembering the researcher's notes. Then, they would be given time to summarize what they had understood to develop their critical thinking. After that, the researcher asked students to write the geography terms to practice writing them correctly. Thus, students would learn vocabulary and geography terms and how to write their spellings.

### 3.4 Results

This study depends on collecting numerical data that are analyzed statistically. The research sample, the control and experimental groups, are pre-tested to inform students of the material under research "Eurasia", before the instructions that are received from the researcher. No difference can be identified between the two groups, where both are found to have poor knowledge of both content and language. Table (1) below shows that the T-calculated value is lower than the T-tabulated one at the significance level 0.05:

**Table (1): An Unpaired T-test of Pre-test Mean Scores in the Geography Material and English Achievement Test**

Group	N	Mean	SD	T_cal.	T_tab.
experimental	20	24.0000	3.32455	0.088	2.025
Control	20	23.9000	3.83749		

(0.05)(38)

After getting teaching that lasts one semester, students get the same test, where difference in performance is found between the two groups. Experimental group students get progress over the control group. Their answers are more accurate because of getting knowledge of content in English as groups, with the researcher's help and guidance, while the control group students make little or no progress. This is related to the use of CBA and pertinent activities that help in activating students' minds in terms of the material and the targeted language. Table (2) below shows that the T-calculated value is greater than the T-tabulated one at the significance level 0.05:

**Table (2): An Unpaired T-test of Post-test Mean Scores in Recognition, Production and Total Geography Material and English Achievement Test**

Sort test	Group	N	Mean	SD	T_cal.	T_tab.
recognition	experimental	20	16.1000	1.11921	9.160	2.025
	Control	20	10.1500	2.68083		
production	experimental	20	24.7500	2.67296	11.561	2.025
	Control	20	15.4000	2.43656		
total	experimental	20	40.8500	2.83354	12.677	2.025
	Control	20	25.5500	4.59676		

(0.05)(38)

The development of the experimental group over the control group in overcoming the problem of lack of proficiency in English is further checked, where the impact of CBA and the pertinent activities in enhancing successful subject matter learning and foreign language development is superior to that achieved otherwise with the control group. This is because of its relevance to students' needs as it helps them prepare for life after language instruction. An unpaired T-test is administered to compare the statistical significance difference of the two groups concerning each variable, namely recognition and production and the total test collectively. Table (3) below shows that the T-calculated value is greater than the T-tabulated one at the significance level 0.05:

**Table (3): An Unpaired T-test of the Difference Between Pre-Test and Post-Test Mean Scores of the Experimental and Control Groups in Recognition, Production and Total Geography Material and English Achievement Test**

Sort test	Group	N	Mean	SD	T_cal.	T_tab.
recognition	experimental	20	6.3000	2.10513	6.210	2.025
	Control	20	0.4000	3.69067		
production	experimental	20	10.5500	3.97988	7.575	2.025
	Control	20	1.2500	3.78188		
total	experimental	20	6.8500	4.68227	8.438	2.025
	Control	20	1.6500	6.55563		

(0.05)(38)

A paired T-test, a pre-test and post-test, is administered to the experimental group to check the statistical significant difference at the significance level 0.05 to identify their progressing recognition and production and in the total test collectively. The T-calculated value is found greater than the T-tabulated one as it is shown in table (4) below:

**Table (4): A Paired T-test of the Difference Between Pre-test and Post-test Mean Scores of the Experimental Group in Recognition, Production and Total Geography Material and English Achievement Test**

Sort test	test	N	Mean	SD	T_cal.	T_tab.
recognition	Pre.	20	9.8000	1.88065	13.384	2.093



	Post.		16.1000	1.11921		
production	Pre.	20	14.2000	2.35305	11.855	2.093
	Post.		24.7500	2.67296		
total	Pre.	20	24.0000	3.32455	16.094	2.093
	Post.		40.8500	2.83354		

(0.05)(19)

As shown in the results of this study, CBA has proven very effective in EFL learning. With CBA, students leave classrooms empowered to become autonomous, for it offers important opportunities to match the students' needs with meaningful content to promote language acquisition. The integration of language & content teaching is an excellent way of making progress in a foreign language, that is besides its effectiveness in increasing students' English proficiency, CBA teaches them the skills necessary for their success to get better in English reading and writing. It is more interesting to students than language classes that focus on the teacher alone and are not challenging, as the current language approaches do. Students of the control group are characterized by teacher-centeredness, where the teacher transmits the knowledge with student passivity in learning. Thus, they could not be proficient in English learning, with the use of geographic material, and need to have a period of time and learn independently and interdependently.

The level of exposure to a new language and the extent to which it is used by students are factors influencing language learning. Students who use English a great deal during the lectures are likely to read and write the language better than those who rarely use it. They are well aware of the content, and they are able to reformulate it accordingly. Through these efforts, learning of content and language advance together step by step.

#### 4. Conclusion

Geography students are usually of lack exposure to the geographic material in English, where their achievement in the pre-test is in low mean scores. After applying a CBA with EG and a traditional way of teaching with the CG, post-test scores varied significantly. The EG, focusing on communicative competence within subject contexts, showed notable progress compared to the CG, who relied on teacher-controlled language learning. Meaningful word practice within contexts enhanced English proficiency, especially in reading and writing, affirming the hypothesis that understanding content aids language acquisition. Thus, integrating language and content teaching effectively improves English proficiency. It is recommended to teach non-departmental students English language by using one of their basic materials with a CBA and the pertinent activities as groups, to practice and enhance language learning.

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## Appendix 1

### The Test

#### A. Recognition

Answer the following questions:

Q1/ Choose the correct answer:

1. Geography is a science that deals with
  - a. earth's surface
  - b. rivers
  - c. oceans
  - d. sun
2. Which of the followings is one of human geography features
  - a. Rivers
  - b. Mountains
  - c. Berlin Wall
  - d. Plateaus
3. patterns of human elements include:
  - a. oceans
  - b. economic
  - c. landforms
  - d. minerals
4. patterns of physical elements include:
  - a. continents
  - b. population
  - c. languages
  - d. political power
5. Eurasia consists of
  - a. Asia
  - b. Europe
  - c. Asia and Europe
  - d. Africa
6. Which mountain range separates Asia from Europe?
  - a. Andes
  - b. Himalayas
  - c. Kosciusko
  - d. Ural
7. What is the largest continent in the world?
  - a. Asia
  - b. Europe
  - c. Africa
  - d. South American
8. Eurasia lies in the ..... of earth.
  - a. south
  - b. north
  - c. east
  - d. west
9. How big is Eurasia?
  - a. 54,000,000 km<sup>2</sup>
  - b. 55,000,000 km<sup>2</sup>
  - c. 56,000,000 km<sup>2</sup>
  - d. 57,000,000 km<sup>2</sup>

10. The country that is located on both Asia and Europe is:

- a. Japan b. Lebanon c. Turkey d. Italy

Q2/ State whether the following statements are true or false?

1. The name of Eurasia comes from adding the "Eur" from Europe to Asia.
2. Eurasia is bordered by the Atlantic ocean to the west, but the Indian ocean to the south.
3. Eurasia is bordered by the Pacific ocean to the east, but the Arctic ocean to the north.
4. Eurasia has the largest population.
5. Several large mountain ranges fall within the defined area of Eurasia.
6. Eurasia is specialized with people of different ethnic, culture and language.
7. The largest country in Europe is Russia.
8. Environmental geography is the affect of human on earth and vice versa.
9. There are 7 continents in the world.
10. China is the smallest country in Asia.

B. Production

Q3/ Read and summarize, by writing, what have you understand from the following text:

The continent has always been a method of dividing the planet into regions. There is no geologic boundary between Europe and Asia, they are combined as Eurasia. The Urals have stands as a marker between Europe and Asia. The Ural Mountains do not extend very far south at all, they stop well short of the Caspian Sea and throw the Caucasus region into question as to whether they are "European" or "Asian" countries. They are simply not a good dividing line between Europe and Asia. The history has chosen a minor mountain range as the dividing line between two major world regions of Europe and Asia on the continent of Eurasia. Eurasia stretches from the Atlantic Ocean with bordering countries of Portugal and Spain in the west to Russia's easternmost point, at the Bering Strait between the Arctic Ocean and the Pacific Ocean. Eurasia's northern frontier consists of Russia, Finland, and Norway bordering the Arctic Ocean in the north. The southern boundaries are the Mediterranean Sea, Africa, and the Indian Ocean. Southern border countries of Eurasia include Spain, Yemen, India, and continental Malaysia.

## **Appendix 2**

### **The students' research material**

#### **1. What is Geography**

Geography is a science that deals with the earth's surface and the forces that shape it, both the physical events and human influence (Denomme and Whittemore, 2003: 1-2, 4). It helps to make sense of the wider world to learn about people and places and the interrelationships between them and the processes that create, sustain or change them, beside the similarities and differences between places, cultures and ways of people life and the individual and community responsibility for environmental care (McGurk, 1999: 6). Geographers use maps as a tool to display the information about the natural land formations and how people have divided the land, as the huge landmasses called continents.

## **2. Types of geography**

Geography involves the study of people (human geography), the natural environment (physical geography) and the relationship between the two (environmental geography).

A. Human geography is the study of how humans have influenced the earth's formation over time by considering number of factors:

1. Social: a. population: number, distribution, composition, rates of growth, migration b. Religions c. languages d. tools and techniques e. education and arts
2. Economic: a. farms and types of farming b. factories and types of manufacturing c. extractive industries d. trade and transportation e. communication
3. Political: a. government units: countries, states, colonies b. boundaries c. core areas d. political power
4. Settlement: a. rural farmsteads and farm villages b. urban settlements: villages, towns, cities, metropolitan areas.

B. Physical geography is the study of the natural events that have taken place on earth and led to the development of the land. Specific information that physical geographers concerned with is the soil, weather and climate, landforms, continents and oceans, mountains, waters of earth, biotic (the natural plant life and animals).

C. Environmental geography is the study of how humans impact the natural world and how physical processes impact upon humans. For example, a physical process, such as an earthquake will affect the human geography of a country, destroying settlements and disrupting development. But human activity contributes to climate changes, for example human action such as the burning of fossil fuels which releases carbon into the atmosphere and the destruction of the rainforests is contributing to climate change (Denomme and Whittemore, 2003: 1, 2-4; Dempsey, 2021: 1-3, 5-7; William, 2023: 1-2, 6, 12-14).

### 3. What is Eurasia?

Continents are large masses of the land that stand above the level of the sea. According to size, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia which occupy about 29 percent of earth's surface, while oceans, the continuous bodies of water covering the earth, are broken into irregular parts by continents and islands, where five commonly recognized: the Pacific, Atlantic, Indian, Arctic, and Southern make up, together with their gulfs, bays, and seas, about 71 percent of earth's surface (William, 2023: 7).

Eurasia explains the unofficial dividing line between Europe and Asia, the Ural Mountains, its highest peak is 1,895 meters. A number of countries are found in Eurasia, where its population is nearly five billion which forms about 71% of the planet's population, 4.2 billion people in Asia and 740 million people in Europe. Eurasia stretches from the Atlantic Ocean with bordering countries of Portugal and Spain in the west to Russia's easternmost point, at the Bering Strait between the Arctic Ocean and the Pacific Ocean. Eurasia's northern frontier consists of Russia, Finland, and Norway bordering the Arctic Ocean in the north. The southern boundaries are the Mediterranean Sea, Africa, and the India Ocean with countries include India, Spain, Continental Malaysia, Yemen, and Israel. In Eurasia, four cities stand out as capital cities: Brussels, Moscow, London and Beijing because of their populous, size, prominence and power on the world stage (Rosenberg, 2019: 2-5).

**3.1 Europe**, Europe is a continent comprising the western peninsulas of Eurasia, located entirely in the Northern Hemisphere and mostly in the Eastern Hemisphere. It is bordered by Arctic Ocean to the north, the Atlantic Ocean to the west, the Mediterranean Sea to the south, and Asia to the east which boundary runs along the Ural Mountains, the Emba River of Khazakhstan, the watershed of the Ural Mountains, the Caspian Sea, the Greater Caucasus, the Black Sea and the waterways of the Turkish Straits (Jat, 2023: 1). Europe's area with its numerous islands, archipelagoes, and peninsulas is about 10,400,000 sq km or 2% of earth's surface, making it the second smallest continent. Its largest urban areas are: Moscow, Istanbul, Paris, London, Madrid, Essen-Dusseldorf, Saint Petersburg, Milan, Barcelona, Berlin (Ibid: 2-3). One-third of Europe is arable, where much of the land is devoted to cereals, especially wheat and barley to develop economy based on commercial agriculture and industry. About one-third is forested. Europe's languages belong to either the Romance, Germanic, or Slavic language groups, and its population is mostly Christian (Berentsen et al., 2023: 1).



Figure 1: Europe

**A. Europe's Physical Geography:** the physical geography focuses on the natural processes of the earth, such as the climate and the places naturally formed (Purswani and Moulton, 2023: 2).

### A. 1 Landforms of Europe

Europe is composed of many peninsulas and islands, beside mountain ranges and plains (Carn, 2012: 1).

#### I. Six major peninsulas in Europe:

a. Northern Peninsulas: Jutland Peninsula and Scandinavian Peninsula.

b. Southern Peninsulas: Italian Peninsula, Iberian Peninsula, Balkan Peninsula and Crimean Peninsula (Mamu, 2016: 2).

II. Europe's Islands: Sicily, Iceland, Ibiza, Greenland, Ireland, Sardinia, Corsica, and Crete (Carn, 2012: 2).

#### III. Mountains and Plains

Earth's surface can be described as being rough or smooth. The rough lands include the mountains, while the flat lands are the plains (William, 2023: 8). Different mountain chains can be found in Europe, its most important are: Ural, Alpes, Pyrenees, Apennines, Balkan, and Caucasus Mountains (Mamu, 2016: 2). Plains are the most fertile agricultural regions of the world (Carn, 2012: 6).

### A. 2 Oceans, Seas and Rivers

Europe is surrounded by oceans and Seas. Most places in Europe are only about 100 miles from an ocean or sea. There is the Atlantic Ocean to the west and the Arctic Ocean to the North. The sunny Mediterranean Sea, the North Sea, the cold Baltic Sea and the Black Sea are some of Europe's major seas. Rivers in Europe are important for transporting goods between coastal ports and inland areas to aid in



economic growth (Ibid: 3-4). They have different characteristics depending on the ocean or the sea that they flow into: rivers that flow into the Arctic Ocean are long with regular course and in winter they are frozen, rivers that flow into the Atlantic Ocean are short with high volume of water (e.g. The Seine and the Thames), rivers that flow into the Mediterranean Sea are short with irregular water flow (e.g. Po and Rhine), while rivers that flow into the Caspian and Black Seas are long and regular (e.g. Volga and Danube) (Mamu, 2016: 4).

### A. 3 **Europe's Climate**

Conditions of the atmosphere that determine the area's weather and climate are temperature, winds, humidity, precipitation (rain and snow), atmospheric pressure, and percentage of cloudiness and sunshine. The aggregate of these conditions shape the climate of the region which differs from place to place (William, 2023: 10). Much of Europe has a relatively mild climate because of the warm Atlantic ocean currents that temper winters and summers. Further from the sea, seasonal differences are more noticeable than close to the coast. Eastern Europe has a harsher climate (hot summers and cold winters) because it is farther from the Atlantic Ocean (Carn, 2012: 6).

**B. Europe's Human Geography:** Human geography focuses on the impact and behavior of people and how they relate to the physical world. It includes places in the environment that would not naturally exist but built by humans (Purswani and Moulton, 2023: 1-2).

**B. 1 Europe's Population:** From the 18<sup>th</sup> century, Europe's population is greatly increasing, though some countries are having negative population growth. Russia, Germany, France, United Kingdom, Italy, and Spain are the six European countries with the highest number of inhabitants are: (McDermott, 2023: 1-2). Russia, which covers 39% of the continent and accounts for 15% of its population, is the largest and most populous country in the world (Jat, 2023: 3).

**B. 2 Europe's Culture:** Europe has played a major role in global affairs since the Age of Discovery, with multiple explorations and conquests all over the world, led by Spain and Portugal. Europe's powers invaded the Americas, almost all Africa, and most of Asia from 16<sup>th</sup> to 20<sup>th</sup> centuries (Ibid).

**B. 3 Europe's Landmarks:** a number of most famous monuments that are made by humans are: Eiffel Tower in Paris, Colosseum in Rome, the Louvre in Paris, the Sistine Chapel in Vatican City, Learning Tower of Pisa in Italy, Acropolis & Parthenon in Greece, Masque\_ Cathedral of Cordoba in Spain, Brandenburg Gate in

Berlin, Charles Bridge in Prague, and Chateau de Chillon in Switzerland (Garg, 2019: 1-4).

#### **B. 4 Europe's Political Divisions:**

Europe is divided into:

Western: Scotland, Wales, Great Britain, Holland, Ireland, Belgium, Luxembourg, France, Monaco, Netherlands, Jersey (British Crown dependency), Guernsey (British Crown dependency), Isle of Man (British Crown dependency), Gibraltar (overseas territory of the UK), Akrotiri (sovereign base of the UK) and Dhekelia (sovereign base of the UK).

Northern: Finland, Sweden, Norway, Denmark, Iceland, Fries Islands, Svalbard (territory of Norway), Faroe Island (autonomous region of Denmark), Jan Mayen (territory of Norway), Aland Islands (autonomous region of Finland).

Central: Federal Germany, German democracy, Poland, Czechoslovakia, Switzerland, Austria, Liechtenstein, Croatia, Slovakia, Slovenia.

South central: Hungary, Romania, Bulgaria, Yugoslavia, Serbia.

Southern: Portugal, Spain, Italy, Greece, Albania, Andorra, Malta, Vatican, San Marino, Montenegro.

Eastern: Soviet Union: Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Latvia, Lithuania, Moldova, Russia, Ukraine.

South east: Turkey, North Macedonia, Kosovo, Bosnia and Herzegovina (Khudair, 1987: 322-325; Ahmed, 2024: 3).

**3.2 Asia**, Asia is the largest of the seven continents, with its physical size and human population. It is located primarily in the Eastern Hemisphere, along with Europe, Africa, and Australia. Asia's area is about 44.4 million sq km which comprises one-third of the world's total land area. It extends from 25 E to 170 W longitude and from 10 S to 80 N latitude. It is bordered by the Pacific ocean to the east, the Indian ocean to the south, and the Arctic ocean to the north, besides the two seas (the Caspian Sea and the Black Sea) and two mountain (the Ural Mountain range and the Caucasus Mountains) that separate it from Europe to the west (Neavear and Cheprasov, 2023: 1, 6). (See also Herman, 2011: 1). It is home to a diverse range of cultures, languages, religions, and ethnic groups. About one-fifth of Asia's landmass is arable (Narasimhan et al., 2023: 1).



Figure 2: Asia

**A. Asia's Physical Geography:** the physical geography is the climate and the places that are naturally formed (Purswani and Moulton, 2023: 2).

### A. 1 Landforms of Asia

Asia is generally categorized into: land of high elevation (mountains and plateaus), land of low elevation (deserts and plains), and major bodies of water, such as rivers, lakes, and seas (Herman, 2011: 1).

#### I. Mountains & Plateaus

Beside the mountain chains that form boundaries between Europe and Asia, the most famous mountain chain, the Himalayas in southeast of Asia, contains the world's tallest mountain, Mount Everest, form a natural boundary between China and India. In addition, Asia has plateaus, areas of elevated land with flat tops and steep hills, are usually surrounded by mountain ranges, as the Tibetan Plateau, in southwestern China, Nepal, and Bhutan, is surrounded by the Himalayas. It helps in arising important rivers, because the Tibetan Plateau contains the most important volume glaciers, and when ice from these glaciers melts feeds into rivers (Neavear and Cheprasov, 2023: 2-3, 7).

#### II. Deserts and Plains

Deserts are areas of land that is arid. The most identifiable are 'hot deserts', where the ground is covered by sand, and temperatures are typically very hot during the day, and very cold during the night, as the Rub' al Khali desert on the southern Arabian peninsula. Other deserts, like the Gobi desert between China and Mongolia, which is covered with rocky ground, are 'cold deserts' that are cold for most of the year. The Gobi was once home to multiple cities along the Silk Road, an ancient trading route in Eurasia. In addition, Asia is known for its plains, that are mostly notable in Mongolia and Siberia, contain numerous habitats, such as grasslands,

forest, and wetlands, and suck carbon dioxide out of earth's atmosphere. The area is the traditional home of many nomads. It rarely experiences hot temperatures (Ibid: 5-6).

### III. Rivers, Lakes and Seas

The most significant feature for human civilization is waterways in Asia. In the Middle East, the Sumerians arose between the Tigris and Euphrates Rivers. Around the Indus River, the Civilization of the Indus Valley began. Finally, in East Asia, Chinese civilization began along the Yellow River and Yangtze, the longest river in Asia, at around 3,915 miles long, making it the third-longest river in the world behind the Nile and the Amazon. These rivers are flooding the surrounding land, creating valleys of fertile soil for agricultural use. Asia is significant for its lakes. Besides Lake Baikal in Siberia, the world's deepest inland lake and oldest freshwater body, Caspian is also one of the largest salt lakes on earth, covering an area larger than the country of Japan, at around 149.2 square miles. Asia is also known for its seas, where in the west, the most significant are the Red Sea, a major trading hub for the world on the left side of the Arabian Peninsula, and the Persian Gulf, on the peninsula's right side, has large amount of oil reservoirs under the sea floor, giving the countries surrounding a major source of revenue, such as Saudi Arabian, Iran, and Iraq. The Bay of Bengal east of India, the Sea of Japan, which separates the Korean Peninsula from Japan, and the South China Sea in southeast Asia are some of the major seas in East Asia (Ibid: 4, 8). (see also Herman, 2011: 2; Hauck, 2014: 1; Narasimhan et al., 2023: 1).

#### A. 2 Asia's Climate

The factors that affect the climate of Asia:

1. Size and Latitudinal Extent: Asia covers all types of climate, from the hot and wet equatorial to the cold Arctic, and has a wide range of latitudes.
2. Distance from the Sea: far from the sea, the interior of Asia is experiencing extreme climatic conditions.
3. Relief: in the east and west direction, most of Asia's mountain ranges are located. They are blocking the southern winds that carry the rain. They are also monitoring the cold north winds from the south, where the hot, humid climate prevails in South and Southeast Asia, while the cold climate, with snow in winter, is found in the more northern parts of the continent.
4. Winds: the monsoon winds, which are characterized by seasonal change in wind direction, affect the distribution of rainfall across a large part of Asia. During

summer, the monsoons blow north, toward the continental margins, while in winter they reverse directions and blow towards the south.

5. Ocean Currents: the climate of Asia is also influenced by ocean currents, such as the warm Kuro Shio and cold Oya Shio, in particular along the East Coast (Hauck, 2014: 2-3).

**B. Asia's Human Geography:** Human geography focuses on the impact and behaviour of people (Purswani and Moulton, 2023: 1).

### **B. 1 Population**

Asia's population is 60% of the world's people. This population explosion is the result of advances in agriculture and improved medical facilities. High population growth rates with much lower life expectancies are found in the least developed countries, such as Bangladesh and Nepal, which causes pressure on infrastructure and the growth of slum dwellings, traffic congestion, and air and water pollution. Low growth rates with high life expectancies characterize the more industrialized nations such as Japan and Singapore (Hauck, 2014: 3-4).

### **B. 2 Asia's Industrialization**

Asia is famous for its industry. It has a significant impact on the global economy and is home to several major economic powers. Manufacturing in Asia ranges from labor-intensive industries such as clothing in the less developed economies to electronics, computers, and motor vehicles in the more developed ones such as Japan, South Korea, Hong Kong and Singapore. Thailand, Malaysia, Philippines, and Indonesia have followed suit. China has considerable scientific expertise in nuclear and space technology and Satellite launching services, while India in computer programming. Limited industrialization is in Kazakhstan, produces metals and chemicals, while Azerbaijan, rich in petroleum deposits, establishes petroleum-based industries (Ibid: 5-7).

**B. 3 Asia's Landmarks:** Asia has been home to remarkable shrines, where some of the most legendary monuments built by humans are mentioned as such: the Great Wall of China, Angkor Wat (a Hindu temple for Buddhist) in northern Cambodia, Borobudur (the largest Buddhist monument) in Indonesia's island of Java, Petronas Twin Towers in Kuala Lumpur, Marina Bay Sands in Singapore, Shibuya Crossing in Japan, the Grand Palace in Bangkok, Taj Mahal in Agra, Abhayagiri in Anuradhapura, and Taipei 101 (Pfeiffer, 2020: 1-6).

### **B. 4 Asia's Political Divisions:**

Asia is divided into:

East Asia: China, Japan, Taiwan, north Korea, South Korea.

South Asia: Nepal, India, Sri Lanka, Pakistan, Bangladesh, Afghanistan, Bhutan, Maldives.

South-East Asia: Thailand, Brunei, Myanmar, Cambodia, Singapore, East Timor, Indonesia, Laos, Malaysia, Philippines, Vietnam.

South-West Asia: Cyprus, Saudi Arabia, Turkey, Yemen, Lebanon, Oman, Bahrain, United Arab Emirates, Kuwait, Iraq, Iran, Jordan, Syria, Israel, Qatar, Palestine.

Central Asia: Azerbaijan, Armenia, Georgia, Russia, Kazakhstan, Turkmenistan, Uzbekistan, Kyrgyzstan, Tajikistan, Mongolia (Herman, 2011: 3).

### Appendix 3

No.	experimental						Control					
	Recognition(20)		Production(30)		Total (50)		Recognition(20)		Production(30)		Total (50)	
	Pre.	Post.	Pre.	Post.	Pre.	Post.	Pre.	Post.	Pre.	Post.	Pre.	Post.
1	10	16	14	27	24	43	7	9	12	18	19	27
2	11	18	17	23	28	41	6	13	8	20	14	33
3	6	16	12	24	18	40	12	6	14	16	26	22
4	9	18	16	23	25	41	9	14	14	18	23	32
5	8	16	16	30	24	46	11	11	17	15	28	26
6	12	15	12	23	24	38	12	8	15	14	27	22
7	14	16	14	22	28	38	10	9	17	13	27	22
8	10	16	17	25	27	41	8	10	16	15	24	25
9	11	17	12	30	23	47	11	12	14	17	25	29
10	9	16	13	26	22	42	9	9	10	13	19	22
11	10	14	12	27	22	41	8	8	13	13	21	21
12	9	17	18	22	27	39	10	13	13	18	23	31
13	11	16	16	24	27	40	9	7	14	14	23	21
14	8	14	12	26	20	40	6	11	15	18	21	29
15	12	15	19	21	31	36	10	12	16	12	26	24
16	10	17	15	28	25	45	8	6	14	12	22	18
17	7	16	12	22	19	38	13	11	15	17	28	28
18	8	15	13	24	21	39	12	10	13	13	25	23
19	10	17	12	22	22	39	14	8	16	14	30	22
20	11	17	12	26	23	43	10	16	17	18	27	34

Students' Pre-test and Post-test Scores