Content Based Instruction (CBI):

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OBJECTIVES

In this session, I will discuss:

I. Definition of Content-Based Instruction (CBI)
II. Benefits of CBI
   1) Preparing 21st Century learners
   2) Language learning and brain
   3) Promoting students’ motivation
III. Example of Study Plan: CBI using Japanese literature (poems)
I. What is CBI?

• "... is an approach of language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., Japanese culture) within the context of teaching a second or foreign language" (Crandall & Tucker, 1990, p. 187).

• "...views the target language as the vehicle that subject matter content is learned rather than as the immediate object of study" (Brinton et al., 1989, p. 5).
II. Benefits of CBI

We use CBI because it:

1) Prepares 21st century learners
2) Is appropriate for the developmental stage of secondary/post secondary students (language and brain)
3) Promotes students’ motivation to learn
1) Preparing 21st Century Learners

Q:

a) Do you think the students have been changed over years? If so, how?

b) Preparing 21st Century Learners – what do you expect your students to be?
a) How did the students change over years?

Survey result (Azama, 2015):
- Less patient
- More technology users
- Less writing
- Less reading (traditional paper books)
- To interact/network simultaneously with other people

**How do you deal with these changes? How do you change your teaching pedagogy to deal with these changes?**
b) Preparing 21\textsuperscript{st} Century Learners:

- Flexibility of thinking
- Interdependency
- Borderless
- Creativity
- Ability to communicate
- Critical thinking ability
- Appreciate and enjoy global cultures

CBI helps to acquire these skills while learning a language (Tosaku, 2012).
2) Developmental stage of learners: Language learning and brain

CBI meets the need of developmental stage of secondary/post secondary students.
Broadman’s brain mapping: 
Broca Area (44, 45); Warniche Area (22)
Longitudinal Study of Brain Development (Thompson et al., 2004)
3) CBI promotes the learners’ motivation to learn, because:

1. It explores one’s interest – promote their motivation
2. It connects the language and the subject
3. Learner-centered instruction
4. It meets the learner’s developmental stage – satisfies student’s intellectual desire to learn
III. Example of CBI: Teaching literature in a Japanese language class

Q: Why use literature in a language class?
Why use literature in a language class?

• Is authentic material
• Encourages interaction
• Expands language awareness
• Educates the whole person
• Motivating to learn
Choosing a material:

• Language level and length
• Meets student’s learning goals and objectives
• Appropriate theme/sub-theme
• Expands language and cultural awareness
• Promotes critical thinking
Teaching Plan:

In this example:

Class: Intermediate + level Japanese course

Material: Selected poems of T. Hoshino “Kaze no tabi [travel of the wind]” (Hoshino, 1982)

• accessible
• level of difficulty of language and length
• topics/themes -- appropriate for the learning goals/objectives and allows to active interaction

Time duration: 75 min. X 3 or 4 days
Three models of teaching literature in a language class (Simon & McIlroy, 2013):

1) The cultural model
2) The language model
3) Personal growth model

**CBI uses the combination of all three models.**
1. やぶかんぞう（Orange Daylily）
2. たんぽぽ（Dandelion）
<table>
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<tr>
<th>Process</th>
<th>Objectives</th>
<th>Examples of class activities</th>
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<tbody>
<tr>
<td>1. Introduction (pre-reading activities) (provide information)</td>
<td>• To obtain knowledge (cultural information, author’s background, etc.)</td>
<td>• Providing information</td>
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<td>• To improve lang. skills (voc., &amp; grammar, etc.)</td>
<td>• Research on a relevant topic</td>
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<td>• Overall reading comprehension &amp; critical thinking</td>
<td>• Reading and writing practice</td>
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<td>• Integrate new information and the text and share the opinions/ideas</td>
<td>• class/group discussions</td>
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<td>2. Reading: Understanding the text /reading comprehension</td>
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<td>Reading comprehension as a whole</td>
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<td>3. After-reading activities</td>
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<td>• Group/class discussions</td>
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<td></td>
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<td>• Various student-centered activities to promote understanding the content</td>
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<td>• Individual/group project</td>
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<td>• Presentation</td>
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<td>• Short essay</td>
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<td>• Online discussion</td>
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1. 読む前に Introduction: Pre-reading activities (First day)

- 作者の生い立ちや人生観、価値観、その時代の社会的な背景などについて調べましょう。
  Understand the cultural, social, historical background, author’s bio, his/her value of thinking, etc.
- 日本の詩の簡単な歴史
  Understand the brief history of Japanese poems – how it has been developed.
- その他
  Other information relevant to the poem/poet
2. 本文を読む  Reading the text (poems)

• 導入  Introduction of a poem (10min.)
  教師の朗読を聞きながら語彙や漢字の読み、意味を各自確認する。Check new voc. and grammar and the meaning of each sentence while listening the instructor.

• 内容の理解の確認  Confirmation of accurate understanding of the meaning/content (30-35 min.)

• 教師は独特の表現や文法、方言、擬音語、擬態語などを説明し、学生のわからない箇所を中心に指導する。Various language activities (15-20 min.)

• クラス全体の活動  Exchange the opinions/thoughts in a group/class (10-15 min.)

• まとめ  Summary regarding the poem (5-10 min.)
Examples of “follow-up” questions:
Poem 1: やぶかんぞう Orange daylily
いつか草が 風に揺れるのを見て 弱さを思った.
今日草が 風に揺れるのを見て 強さを思った.
Sometime ago I felt weakness when I saw a lily swayed by the wind; today I felt strength when I saw a lily swayed by the wind.
Q1: 対比になっているのはどこですか。Which phrases make a comparison/contrast?
Q2: 『いつか』と『今日』では、何かちがうのですか。Explain “Itsuka” and “Kyoo.”
Q3: この詩に書かれている『弱さ』と『強さ』とは何ですか。What does “weakness” and “strength” respectively for the author (you need to consider the author’s background)?
Poem 2: たんぽぽ Dandelion

One day I saw you were flying high in the wind; I was so happy to see you traveling with only one thing.

For us, human being, there is only one thing that is absolutely necessary; I feel as if I can fly high just like you if I give up all but one.
Examples of follow-up question:
Q1: 『君たち』とは、だれのことを言っていますか。
Who are “kimitachi [you (pl.)]”?

Q2: 『ただ一つのもの』とは何ですか。
   What does “tada hitotsuno mono [only one thing]” mean?

Q3: 作者にとって、『ただ一つのもの』は何だと思いま
   すか。また、あなたにとっての『ただ一つのもの』は何ですか。
   What does “tada hitotsuno mono” for the author, and for you?
### 3. 読んだ後で  After-reading activities

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<td>• 本文と自分の知識(時代や社会背景など)や経験とを結びつけて考える。Integrate new knowledge and the content as a whole</td>
<td>• 討論課題について意見を交換する（グループ、クラス全体）。Group/class discussion a topic</td>
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<td>• 討論課題について、自分の意見や解釈をまとめる。Summarize one’s opinions/thoughts on a discussion topic</td>
<td>• 再度まとめ、自己評価をする。Summarize what they have learned, self-assessment, and peer-evaluation</td>
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<td>• 他の人の意見を聞くことによって、他の考え方にも理解を示し、多角的に考える。Express one’s opinion with reasoning and understand other point of views</td>
<td>• 課題の一つをテーマに選び、それについて深く考察してレポートを書く。Write an essay or report on a selected topic and oral presentation</td>
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After-reading activities: Examples of questions to promote student discussions/critical thinking:

• 二つの詩に共通しているテーマは何ですか。 What are the themes /sub-themes which are common to these poems?
• 『私』と『自然』はどのような関係にありますか。 How human being and nature are described in these poems?
• あなたは、自然に慰められたり、励まされたりした経験がありますか。自然にはどんな力がありますか。 Share your experience something related to nature; what do you think about the power of nature?
Possible issues/problems of CBI:

• Hard to find materials for the students of lower proficiency in the target language

• Need to consider the balance of teaching language and the content

• Need to design carefully to teach a class of multi-level of language proficiency
Summary

CBI:

• Integrates language and content teaching
• Is an effective approach for successful communication (language and communication skills)
• Promotes personal growth
• Promotes motivation to learn the language
Please send your questions to:

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