What is Content-Based Instruction?

Content based instruction (CBI) is a teaching approach that focuses on learning language through learning about something. Although CBI is not new, there has been an increased interest in it because it has proven very effective in ESL and EFL programs around the world.

• Glossary for ESL/EFL Teaching

Advantage of CBI

People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal (Richards & Rodgers, 2001).

BICS & CALP

BICS – Basic Interpersonal Communication Skills
CALP – Cognitive Academic Language Proficiency

Cummins believes that it is impossible for second language learners to acquire academic skills from general English language classes and everyday conversation.
Task: Read the paragraph.
For parametric tests of location (e.g., single-group, multiple group, or multiple-factor tests of means), a set of sufficient statistics consists of cell means, cell sample sizes, and some measure of variability (such as cell standard deviations or variances). Alternatively, a set of sufficient statistics consists of cell means, along with the mean square error and degrees of freedom associated with the effect being tested.

- What is difficult about this paragraph?
- Imagine your students reading a paragraph that is difficult for them to comprehend.

How can we help learners comprehend the content and language?

Scaffolding!

- Modeling
- Activate background knowledge
- Focus on vocabulary development
- Provide visuals
- Simplify the language
- Student-centered learning
- Paired or small group interaction
- A wide range of materials: pictures, dialogues, maps, charts, diagrams, etc.
- Use gestures and body language
Let's try out some ways to support content & language learning

Listening with Key Words – This is a nice activity to do when you give students new information. Select a text that includes important factual information. Write a list of several key words or phrases from the text and photocopy enough copies for pairs or small groups. Mount the copies on different coloured paper and then cut them up so there is one key word or phrase on each slip. While you read the text students are to place the key words in the order in which they hear them. Read the text more than once if needed. Once students have their words in order have them either try to write or speak about the text using the key words for support.

Answer my picture questions – Find a short text and a visual you could use to go with the text. Explain the difference between open and closed questions. An open question: Can have a variety of answers. Can include not only what people see but also what they imagine, feel about or associate with the picture. Example: Why is the boy so happy? A closed question: Usually has only one answer. What color is the sweater? Tell students to write a list of questions they would like answered when looking at the visual. Ask them to use both open and closed questions. Read the text to the students and check to see if the questions were answered.

Story Map - Story mapping activities are a technique for using graphic representations to explore elements of a reading while working toward increased comprehension. (See handout)

Self-Assessment - Self-assessment can take a number of forms. Students can look back to the purposes that they had for reading the story and determine whether they have met those purposes. Students can also develop their own questions about the text, which can be answered by other students. Or they can use a checklist or rating scale to record different aspects of comprehension. A rating scale might include vocabulary development, identification of language functions, literal comprehension, and higher-order thinking skills such as inferential comprehension, application to new contexts, and evaluation. (See handout)

Definition Bingo – This is a nice activity to learn vocabulary words. Ask the students to draw a 9 (or 16) square grid. Tell them to choose 9 of the keywords and to write each one in a square, in any order. Put the definitions into a bag or hat. Pull out one at a time and read it out. If students have the matching word on their grids, they cross it out. When a student has crossed out a whole line of words, he or she calls out “Bingo”. The line could be vertical, horizontal or diagonal. Get them to read out their words and to give the meanings. You can continue on with the activity until one student has crossed out all their squares.

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ODKA AND THE STOLEN SMELL
Presentation 1: Listening Text

Ooka and the Stolen Smell, Part 1

Now it so happened in the days of old Yedo, as Tokyo was once called, that the storytellers told marvelous tales of the wit and wisdom of His Honorable Honor, Ooka Tadasuke, Echizen-no-Kami.

This famous judge never refused to hear a complaint, even if it seemed strange or unreasonable. People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen. And the strangest case of all was the famous Case of the Stolen Smell.

It all began when a poor student rented a room over a tempura shop—a shop were fried food could be bought. The student was a most likable young man, but the shopkeeper was a miser who suspected everyone of trying to get the better of him. One day he heard the student talking with one of his friends.

"It is sad to be so poor that one can only afford to eat plain rice," the friend complained.

"Oh," said the student, "I have found a very satisfactory answer to the problem. I eat my rice each day while the shopkeeper downstairs fries his fish. The smell comes up, and my humble rice seems to have much more flavor. It is really the smell, you know, that makes things taste so good."

The shopkeeper was furious. To think that someone was enjoying the smell of his fish for nothing! "Thief!" he shouted. "I demand that you pay me for the smells you have stolen."

"A smell is a smell," The young man replied. "Anyone can smell what he wants to. I will pay you nothing!"

Scarlet with rage, the shopkeeper rushed to Ooka's court and charged the student with theft. Of course, everyone laughed at him, for how could anyone steal a smell? Ooka would surely send the man about his business. But to everyone's astonishment, the judge agreed to hear the case.

"Every man is entitled to his hour in court," he explained. "If this man feels strongly enough about his smells to make a complaint, it is only right that I, as city magistrate, should hear the case." He frowned at the amused spectators.

Gravely Ooka sat on the dais and heard the evidence. Then he delivered his verdict.

Practice 2A: *Ooka and the Stolen Smell*, Part 2

Names of people in our group:__________________________________________

Directions: Read silently. Stop reading at the stop sign. One person summarizes, asks questions, identifies difficulties, and predicts what will come next. Do the same with the other two parts of the story, taking turns to use the four strategies.

"The student is obviously guilty," he said severely. "Taking another person's property is theft, and I cannot see that a smell is different from any other property."

The shopkeeper was delighted, but the student was horrified. He was very poor, and he owed the shopkeeper for three months' smelling. He would surely be thrown into prison.

"How much money have you?" Ooka asked him.

"Only five mon, Honorable Honor," the boy replied. "I need that to pay my rent or I will be thrown out into the street."

"Let me see the money," said the judge.

The young man held out his hand. Ooka nodded and told him to drop the coins from one hand to the other.

The judge listened to the pleasant clink of the money and said to the shopkeeper, "You have now been paid. If you have any other complaints in the future, please bring them to the court. It is our wish that all injustices be punished and all virtue rewarded."

"But, Honorable Honor," the shopkeeper protested. "I did not get the money! The thief dropped it from one hand to the other. See! I have nothing." He held up his empty hands to show the judge.

Ooka stared at him gravely. "It is the court's judgment that the punishment should fit the crime. I have decided that the price of the smell of food shall be the sound of money. Justice has prevailed as usual in my court."
Practice 1: Complete a Comprehension Check

Ooka and the Stolen Smell

NAME ____________________________  DATE ____________________________

Work with two or three classmates and answer the questions about the first part of the story.

A. Information in the Story

1. The characters in this story are: ____________________________

2. The setting of this story is: ____________________________

3. Tell what happened in the first part of the story:

B. Thinking about the Story

1. How do you know that the student is poor?

2. Was the shopkeeper right to be furious? Why or why not?

3. What do you predict will happen next in the story?

C. Vocabulary in Context

Read the sentence and discuss the underlined word. Write your group's ideas about the meaning.

1. The shopkeeper was a miser who suspected everyone of trying to get the better of him. Miser probably means:

2. Scarlet with rage, the shopkeeper rushed to Ooka's court. Scarlet probably means:

3. The shopkeeper charged the student with theft. Charged in this sentence probably means:

4. Ooka heard the evidence. Then he delivered his verdict. Verdict probably means:
Unit Evaluation: Complete a Learning Log About Folk Tales

NAME __________________________ DATE __________________________

Complete the Learning Log for this unit. Check the items that you know or can do, then answer the questions.

LEARNING LOG

VOCABULARY
I can explain the meanings of these words:

☑ case ☐ clink
☑ charged ☐ gravely
☑ court ☐ mixer
☑ evidence ☐ prevailed
☑ injustice ☐ rage
☑ judge ☐ scarlet
☑ judgment ☐ shopkeeper
☑ verdict ☐ virtue

KNOWLEDGE ABOUT FOLK TALES
I can:

☑ enjoy folk tales from different countries.
☑ answer questions about a folk tale.
☑ describe the characteristics of a "Trickster-Hero story."
☑ make a Story Map of different folk tales.
☑ retell a folk tale.

LANGUAGE
I can:

☑ discuss and share folk tales I know.
☑ listen to and read folk tales.
☑ write and share a folk tale.

LEARNING STRATEGIES
I can:

☑ Use my prior knowledge about Japan and about folk tales.
☑ Predict what may happen in a story.
☑ Summarize, ask questions, identify difficulties, and predict while I read.
☑ Use a Story Map to understand a story better.
☑ Work cooperatively with my classmates.
Sources


Yoon (Christina) Heo. *Content-Based Instruction.* Retrived from: web1.hpu.edu/images/GraduateStudies/.../06Heo_CBI_a17237.pdf