

CONTENT-BASED APPROACH FOR DEEP LEARNING

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WARM-UP

Junko's Japanese lesson



「は」と「が」 “WA” OR “GA”

Who came?

誰____来たのか。 Dare ___ kitano ka.

* 誰は来たのか。 * Dare wa kitano ka.

誰が来たのか。 Dare ga kitano ka.

WHO ARE YOU?

あなた_____誰ですか。 Anata ___ dare desu ka.

* あなたが誰ですか。 * Anata **ga** dare desu ka.

あなたは誰ですか。 Anata **wa** dare desu ka.

NEW INFORMATION VS. OLD INFORMATION

New information が ga ~

Old information は wa ~

山田さんが来ました。 Yamada san ga kimashita.

山田さんは来ました。 Yamada san wa kimashita.

MOMOTARO



むかしむかし、あるところに、おじいさんと
おばあさん__おりました。

おじいさん__山へしばかりに、おばあさん__
川へせんたくに行きました。

MOMOTARO

むかしむかし、あるところに、おじいさんと
おばあさんがおりました。

おじいさんは山へしばかりに、おばあさんは
川へせんたくに行きました。

SIMILAR TO AN “A” AND “THE” RULE



Once upon a time, there was **an old man** and **an old woman**.

The old man went into the mountains to gather firewood.

The old woman went to the river to wash the clothes.

人

“JIN OR NIN” RULES

日本人

老人

浪人

保証人

詩人

悪人

暇人

見物人

愛人

知人

犯人

使用人

町人

超人

職人

変人

JIN OR NIN

日本人

職人

老人

浪人

詩人

悪人

愛人

使用人

知人

保証人

超人

町人

変人

犯人

暇人

見物人

WHAT DOES
THIS TELL YOU?



A LANGUAGE HAS COMPLEX GRAMMAR

- Native speakers master it, basically **unconsciously** and **effortlessly**.
- Most native speakers cannot explain the grammar—the knowledge is **implicit**.



WHAT ABOUT L2 LEARNING?



Do you
think L2
learners
can also
learn the
language
more
effortlessly?



Do you
think they
can learn
the language
more
implicitly?

I'D SAY



PRESENTER'S BELIEFS

Human's language acquisition device does not suddenly disappear at age 13!

We should trust and utilize our students' innate ability more.

Students can learn the language more deeply by using their intuitive mind.

Don't overdo
conscious
teaching.

Let their brains
“experience” and
“feel” the
language.

IN OTHER WORDS,

KRASHEN'S NATURAL APPROACH SUPPORTS MY IDEA

- “...all performers, young and old, are **acquirers**, and the **acquisition-oriented classroom** will serve everyone.”
- Compared to children, adult students “have a greater ability to consciously learn grammar rules. (On the other hand, they have higher affective filters.)”
- Therefore learning exercises will be used for older students, but it should be done in a smart way, “since **acquisition activities are more important** even in the case of adults.”

(Krashen, 1988 *The Natural Approach*, p. 61)

THE LATEST SCIENCE WORK SUPPORTS MY CLAIM TOO

Work in the fields of **cognitive neuroscience** and **educational psychology**, which remarkably helps us understand the brain and its cognitive processes, suggests that “an understanding of **unconscious cognition** — **the intuitive mind**—is of critical importance for language teachers”.

(Shaules, *Juntendo Journal of Global Studies* Vol.3, 2018)

DEEP LEARNING NOTION

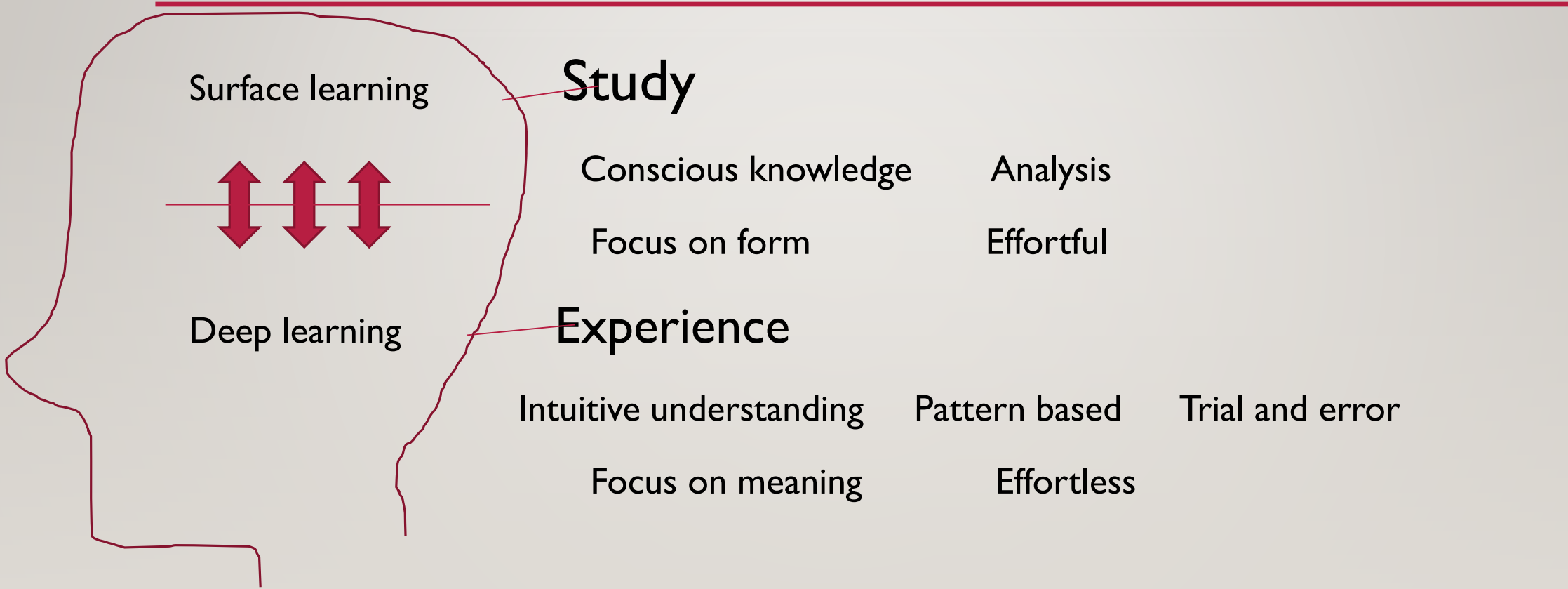
Surface learning

“engages primarily the analytic capacity and focused attention of the conscious mind”

Deep learning

“engages more out-of-awareness, more deeply embodied elements of cognition”

(Shaules, 2018)



INFORMATION-CENTERED PEDAGOGY REMAINS

In Japan

- 90 percent of adults dissatisfied with the English education they received (Benesse, 2006)
- Students don't like studying English (Lafaye & Tsuda, 2002)
- They are demotivated by heavy emphasis on vocabulary and grammar (Agawa et al, 2011)

“Traditional foreign language pedagogy suffers from an *overemphasis on surface learning*”

(Shaules, 2018)



“A deeper understanding of cognitive processes and the **intuitive mind** sheds light on a foundational truth of language learning. **Mastering a foreign language is not only, and perhaps not even primarily, an intellectual task.**”

(Shaules, 2018)

UNCONSCIOUS COGNITION? INTUITIVE MIND? ACQUISITION ACTIVITIES?

- OK, but what can a language teacher actually do?

TRY CONTENT-BASED APPROACH!

CBI (Content-Based Instruction)

- The **focus** of a lesson is on **the topic or subject matter**.
- During the lesson students are focused on learning **about** something.
- This could be **anything that interests them** from a serious science subject to their favorite pop star or even a topical news story or film.

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- They learn about this subject using the language they are trying to learn.
 - This is thought to be a more **natural** way of developing language ability and one that corresponds more to the way we originally learn our **first language**.

(BBC <https://www.teachingenglish.org.uk/article/content-based-instruction>)

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- When we are focused on the content, the language part becomes **secondary**, or **unconscious**.
 - More effective than traditional approach (Grabe and Stroller, 1997), because students can be extensively exposed to “**comprehensible input**” (Krashen, 1982, 1985)

CBI MODELS

- Immersion
- CLILL
- Theme-based courses (Snow, 2001: p.305)
- A content-based lesson

Integration of **content education** and **language education**

A CONTENT-BASED LESSON—PLANTS WE EAT

What part do we eat?

- Leaf
- Root
- Fruit
- Stem
- Flower
- Seed



- Leaf
- Root
- Fruit
- Stem
- Flower
- Seed



WHAT HAVE YOU NOTICED?

- Teaching a content, not language
- We do it in LI too. (Natural)
- Students **use** the language.
- Students are focused on the content, and the language part becomes less conscious.

A THEME-BASED COURSE

- Choose a theme or topic based on students' interests and cognitive development.
- Make it cross-curricular.
- Have multiple intelligences theory in mind.
- Adjust linguistic level.

THEME: POTATOES



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- Where do they originally come from?
 - When did they come to Japan?
 - How many potatoes are used for one sack of potato chips?
 - Which prefecture produces potatoes most?
 - Do you know about the potato famine in Ireland?
 - What is your most favorite food using potatoes? Fried potatoes? Korokke? Nikujaga?

CROSS-CURRICULAR ELEMENTS

- History
- Mathematics
- Geography
- Health and diet
- Cooking

CBI

- Students get interested in the **messages** given
- They are **exposed to the language** through the content they are learning
- They are focused on **meaning**
- They are **engaged**
- The language part becomes **secondary or unconscious**
- They learn the language **deeper**

LANGUAGE
LEARNING
BECOMES DEEPER
AND MORE
EFFORTLESS WHEN
STUDENTS:



are engaged



are focused on meaning



use their intuitive mind

EXTENSIVE READING: GREAT CBI

- Engaged in reading
- Interested in the content
- Focused on meaning
- Get absorbed
- Language becomes secondary or unconscious



EXPRESSING OPINIONS: GREAT CBI

Choose topics carefully. (Personally meaningful and socially relevant themes)

Present the issue with *an impact*, using *easy* English, taking a unique stance.

Give a lot of language support.

- Then students get highly engaged.
- They are focused on meaning.
- They think critically.
- They enjoy communication.
- They learn the language by doing the above.

LET'S ENJOY SOME LESSONS!

- Lessons from Impact Issues 3rd edition

I LIKE THIS APPROACH

- A content-based approach
- A lot of comprehensible input
- Many output chances
- Language learning in meaningful context
- “Opinion gap” is “communication gap” in the true sense
- Critical thinking attitude/skills developed

IT IS DEEP LEARNING

(compared to shallow experiences)

“[L]earning which is deep implies a more fully engaging experience that changes us at a more foundational level of the self.

(Shaules, 2018, p.3)