



Content-Based Language Teaching (CBLT) in Action

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Part 1: 10:30-12:00

Part 2: 13:00-14:30

Agenda

- AM
 - CBLT – What is it? How does it differ from traditional teaching?
 - Sample Activities using New Horizon 3
- PM
 - Model Lesson (True Stories)

Note: Please adjust these to your students' needs.




Line up based on
how many years you
have been teaching
English.



Warm-up Discussion

- 1C: What is content-based language teaching? What are the characteristics of content-based language teaching? (1 minute)
- 2C: What are the differences between traditional teaching and content-based language teaching? (1 minute)
- 3C: What kinds of topics are your students interested in? (1 minute)
- 4C: How can we make our topics more relevant to students? (1 minute)
- Discussion (3 minutes)



The background of the slide is a vibrant blue, densely populated with numerous speech bubbles of various colors including red, yellow, pink, and light grey. Each speech bubble contains a large, bold, dark blue question mark. A large, white, irregularly shaped brushstroke graphic is positioned in the center of the slide, framing the main text.

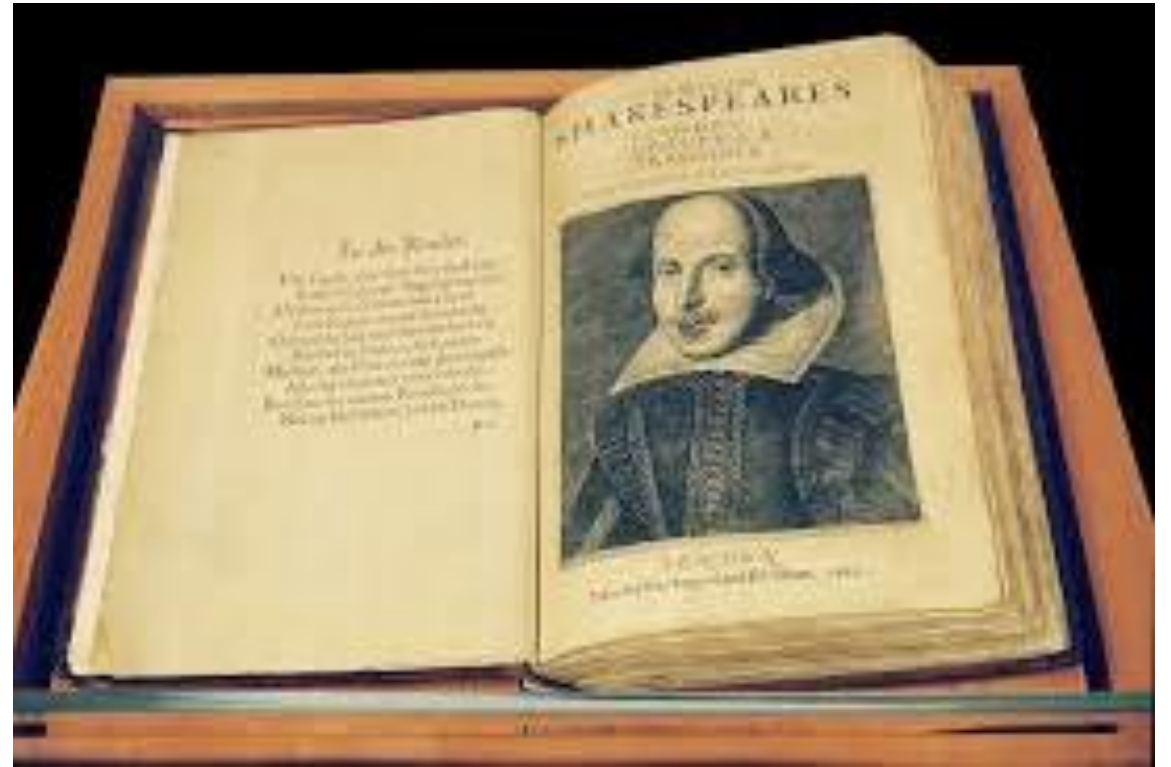
Why content-based language teaching?

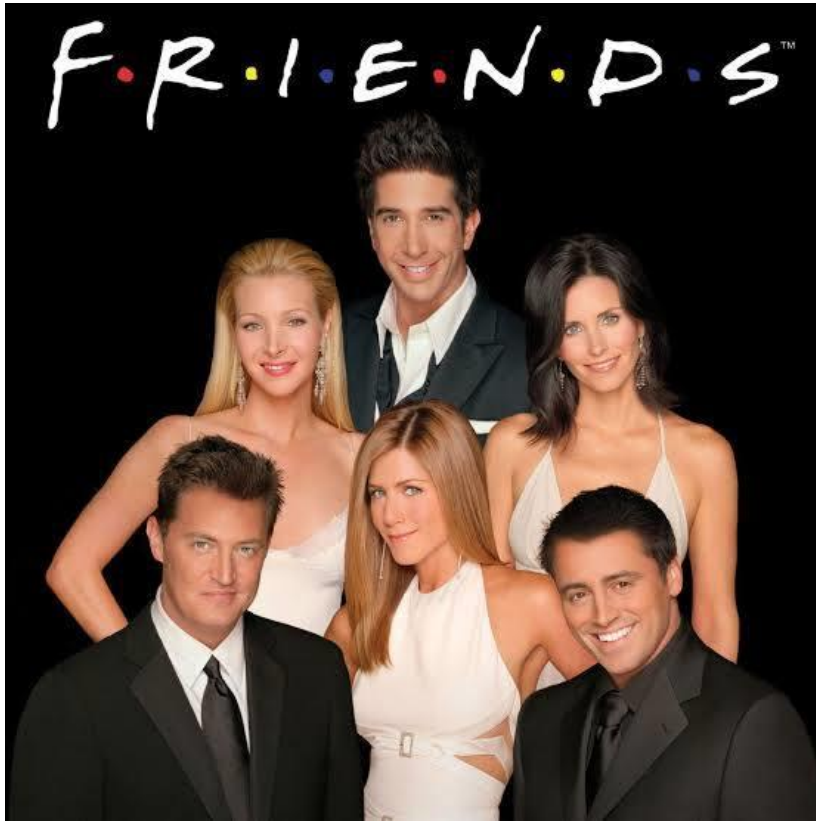
MOTIVATION!!!

My Mother's Case



VS.





My Friends' Cases

The background of the image is a collection of various colorful geometric shapes, including circles, squares, and triangles, in shades of red, yellow, blue, and green. These shapes are scattered across the frame, creating a vibrant and abstract pattern.

Make Groups of Four

Pair + Pair = Group of Four

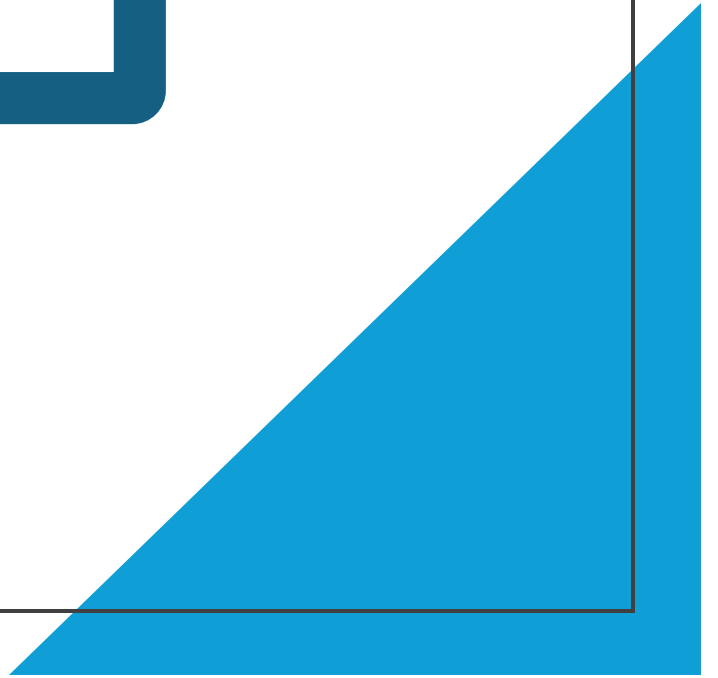
Group Discussion:

1. What is content-based language teaching? What are the characteristics of content-based language teaching?
2. What are the differences between traditional teaching and content-based language teaching?

Write down the key words on a large piece of paper and be ready to present. When presenting, make sure everyone in the group gets a chance to say something.



Presentations



Lecturette

Lesson Planning

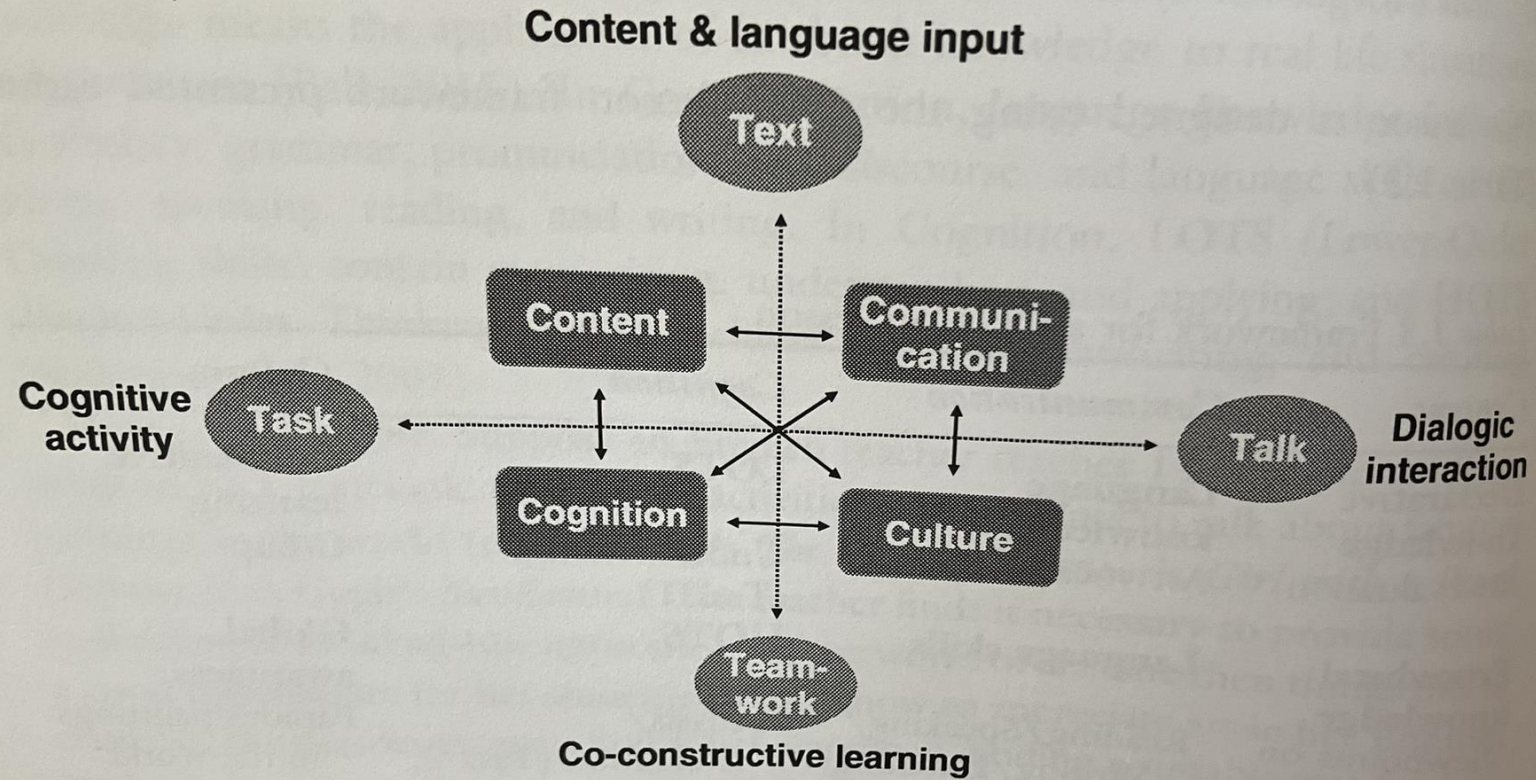


Figure 1.6 The 4Cs and 4Ts of CLIL.

(Ikeda, 2022)

Table 1.4 CLIL pedagogical skills (Ikeda, 2012)

- 1) Placing equal emphasis on content learning and language learning
- 2) Encouraging the use of authentic materials (e.g., webpages, newspaper)
- 3) Giving multimodal input (i.e., written/spoken texts, graphics, statistics, videos)
- 4) Using various levels of thinking skills (i.e., LOTS & HOTS)
- 5) Giving many tasks
- 6) Making the most of cooperative learning (e.g., pair work, group work)
- 7) Providing scaffolding in content and language
- 8) Incorporating elements of cross-cultural understanding and global issues
- 9) Integrating the four skills
- 10) Instructing learning skills



(Ikeda, 2012)

LOTS: Lower-Order Thinking Skills : Memorising, understanding, applying

HOTS: Higher-Order Thinking Skills: Analyzing, evaluating, creating

Table 1.5 Traditional teaching versus CLIL (Ikeda, 2016)

| <i>Traditional content and language teaching</i> | <i>CLIL</i> |
|--|------------------------------|
| Instruction | Interaction |
| Monologic | Dialogic |
| Exercise | Task |
| Language practice | Language use |
| Skills segregation | Skills integration |
| Artificial | Authentic |
| Out of context | In context |
| Spoon-feeding | Scaffolding |
| Repetition | Cognition |
| Lower-order thinking skills | Higher-order thinking skills |
| Language learning | Language acquisition |



(Ikeda, 2016)



Q: What kinds of topics are your students interested in?



Q: What kinds
of topics are
your students
interested in?

- K.U.- a wide variety of topics related to business and culture
- S.U.- let them pick their own topic (hobbies, music, games)



My Students' Feedback

- K.U.: It was exciting learning what we were studying in our other classes (e.g., marketing) in English.
- S.U.: It was fun because we could choose our own topics and we could learn what our classmates were passionate about.



Q: How can we make our topics more relevant to students?



Q: How can we make our topics more relevant to students?

- Have them share **personal examples**.
- Ask them **questions** and make them think.
- Participate in fun activities that promote **friendship**.
- Involve the students through **activities**.
- Use examples from **manga, songs, games**, and other things that they can relate to.

My Formula:

- Reading homework ← **Their Strength & Familiarity With Content**
- Reading Comprehension/Discussion questions ← **Time to Prepare**
- Create an activity based on one key concept. Relate it to something they are **familiar** with (e.g., promote Keio Water to increase its brand value; create a CSR strategy for Co-op; do a market segmentation for a gym)
- (30-40 minutes) ← **Content-based + Student-Centered**
- Presentation ← **Presentation Skills + Ability to Work With Others**



Example:

New Horizon 3

Unit 0



Make Them Think

Pre-Reading Quiz:

- How many languages are there in the world?
 1. About 70
 2. About 700
 3. About 7,000 ←
 4. About 70,000
- About 80% of these minor languages are spoken by about how many people?

| | |
|-------------------------------|-------------------|
| 1. Fewer than 10,000 people | Tokyo Dome x 2 |
| 2. Fewer than 100,000 people | Tokyo Dome x 20 ← |
| 3. Fewer than 1,00,000 people | Tokyo Dome x 200 |
| 4. More than 1,000,000 people | Tokyo Dome x 2000 |
- What is the most common first language?
 1. Chinese ←
 2. English
 3. Spanish
 4. Hindi

Unit

0

Three Interesting Facts
about Languages

これまでに学んだことを使って、あるテーマについて書かれた
クイズ形式のレポートを読んでみよう。

Scene

春休みの宿題で、興味のあることや人について、クラスメートにクイズ形式で伝える
ことになりました。翻訳家になりたい朝美は、世界の言語について調べて書いています。



2 How many languages are spoken in the world?

Three Interesting Facts about Languages

1. How many languages are there?

- It is said that about 7,000 different languages are spoken in the world.
- About 80 percent of them are used by fewer than 100,000 people.

2. What is the most common first language?

- Chinese is used as a first language by the greatest number of people.
- English is used by the third greatest number.

3. Should we learn another language?

- Many researchers believe that knowledge of another language can increase our brain power.
- If we use more than one language, we can choose from a wider variety of jobs.

New Words

- ☒ **fact(s)** [fækt(s)]
- ☒ **spoken** [spɒŋkən]
(= speak)
- ☒ **researcher(s)**
[rɪsɜːrtʃə(r)]
- ☒ **believe** [bɪliːv]
- ☒ **increase** [ɪnkrɪs]
- ☒ **brain** [breɪn]
- ☒ **wide(r)** [waɪd(ə(r))]
- ☒ **variety** [vəˈraɪəti]

Chinese [tʃaɪniːz]
中国語

☒ **It is said that ...**

☒ **a ... variety of ~**

p.152 数字の読み方

100,000 = one
hundred thousand



Key Sentence

About 7,000 languages **are spoken** in the world.

受け身(復習)

Practice 例 About 7,000 languages are spoken in the world.

朝美がさらに調べたことをメモしています。

- English / use / by many people
- many Japanese books / translate / into English
- these books / love / by people around the world

Practice では、(例)を参考に、
場面や状況に合う文を作ろう。



Mini Activity

Listen

朝美と、朝美のレポートを読んだジョシュの対話を聞いて、正しいほうを選びましょう。

① ジョシュは朝美のレポートを

☐ おもしろいと思った ☐ 難しいと思った

② 世界で2番めに多くの人が第1言語として話しているのは

☐ フランス語 ☐ スペイン語

③ その言語を現在フィリピンで使っている人は

☐ たくさんいる ☐ 少ししかない

Speak & Write

1 例

にならって行ってみたい国をたずね合い、その国で何語が話されているかを地図やTool Boxを参考に確認し合ひましょう。

例

A: Which country do you want to visit?

B: I want to visit Brazil.

A: What language is spoken there?

B: Portuguese is spoken there.

2 1

で話したことをまとめてノートに書きましょう。

5 1

Eri wants to visit Brazil.

Portuguese is spoken there.

Tool Box

●国と公用語(主な使用言語)

1. Brazil ブラジル

Portuguese ポルトガル語

2. Canada カナダ

English, French フランス語

3. China 中国

Chinese

4. Egypt エジプト

Arabic アラビア語

5. India インド

Hindi ヒンディー語, English

6. Peru ペルー

Spanish スペイン語

ほかの国についても本やインターネットを使って調べてみよう。

five 5

Make it Relevant

Homework:

Look up a country you want to visit and find out what language(s) is/are spoken there and be prepared to give a presentation in front of your group next week. Try to memorize your speech and make eye contact with the audience. In class, have them give their presentations in small groups.

Examples:

- Hi, my name is Tomoko and I'd like to go to Korea because I love K-pop. My favorite group is Stray Kids. I especially love Han. The language spoken there is Korean.
- Hi, my name is Junji and I'd like to go to Switzerland because the U.N. headquarters is there. The languages spoken there are French, German, and Italian.





Your turn!

学び方コーナー 1

語い・表現の増やし方



英語の語の仕組みや性質を学べば、知っている語をもとに、新しい語や表現を案に増やしていくことができます。自分で語いを増やすことで、英語を使うのがどんどん楽しくなるでしょう。

Tip 1 語の意味の中心から広げよう

英語の語には、「語根 (word root)」と呼ばれる意味の中心になる部分があります。語根を中心に、前後に枝葉のついた語を覚えていきましょう。つけ方の法則がわかれば、知らない語でも意味が推測しやすくなります。



Tip 2 似た意味・反対の意味の語を覚えよう

日本語と同じように、英語にも、似た意味の「類義語」や反対の意味の「対義語」があります。あわせて覚えることで、実際に使うときにも役立ちます。

small
小さい

little
小さい、かわいい

tiny
とても小さい



big
大きい

large
広い、大きい

huge
巨大な



That elephant is so big, isn't it?

Oh, yes, it's huge.

英語では、同じ語をくり返さずに類義語で言い換えることが多いよ。



Tip 3 組み合わせて使おう

ある語を覚えるだけでなく、それが文の中でどのように使われるのかを知れば、より自然な英語を話したり書いたりできるようになります。複数の語を組み合わせた「連語」や「熟語」を覚えて、表現の幅を広げましょう。

連語 (よくいっしょに使われる組み合わせ)
正しい組み合わせを知ろう。

「タクシーに乗る」

☒ take a taxi

☐ have a taxi

「楽しい時を過ごす」

☒ have a good time

☐ take a good time

熟語 (文字通りには訳せない組み合わせ)
意味を想像してみよう。

It's raining cats and dogs.
雨が降っている



This homework is a piece of cake.



**Examples
from Anime**
P. 6 “A piece
of cake”



Examples from *Anime*

Unit 1: Sports for Everyone

- https://www.nhk.or.jp/school/anipara/detail19_real01.html#ttl

Make it Relevant

Unit 5: A Legacy for Peace

- Homework: If you have a favorite idol group or company (e.g., Coca Cola, Nissin), find out what they have done to make the world a better place.
- Example: My favorite K-Pop group, BTS, spoke at the United Nations in 2018 about how they launched their "Love Yourself" campaign alongside UNICEF to help minimize violence against children. Here is a video of their speech:



In Class

- Quick Version: After checking the assignments, the teacher can pick the best essay and play their video or song or share their essay with the class.
- Long Version: Put the students in groups and have them read their essays to each other. Then they should pick one to share. If there is a video they want to share, the teacher will play it.

Demo Group Presentation:

- A: Hi, my name is...This is...This is...and this is
- B: We decided to share what XXX group did to promote....
- C: The reason we chose this group is....
- A: Please enjoy the video!



Your turn!

Lunch Break





Model lesson plan
True Stories Level 1B



Making Pairs

- Now, please line up according to your birthdays! January 1st to the far left and December 31st to the far right.

Warm-up: Improv Game “Mirror”

- One of you will be the mirror while the other will be the person.
- The mirror must reflect all the movements of the person.
- Switch!





Time to be creative.

1 Pre-Reading:
Have them make
up creative
stories based on
the pictures.

- Work in pairs
- Come up with a story together
- (Students may do this in Japanese)

Share your story!



Listening and Reading Practice

01

Read out the story and have them hold up their fingers to show me which slide shows what I am reading about (Page 1).

02

Then, read it again and have them shadow me.

03

Finally, have someone give a short summary.

2 Vocabulary

Dump

- Noun. I went to the garbage dump.



- Verb. I need to dump the garbage.



Empty

- Adjective. The cookie jar is empty.



- Verb. Please empty your bag.



Gone

- Past-participle of go.
- It's gone.



Present

- Noun. He gave me a present .



- Verb. I will present an idea to my boss.

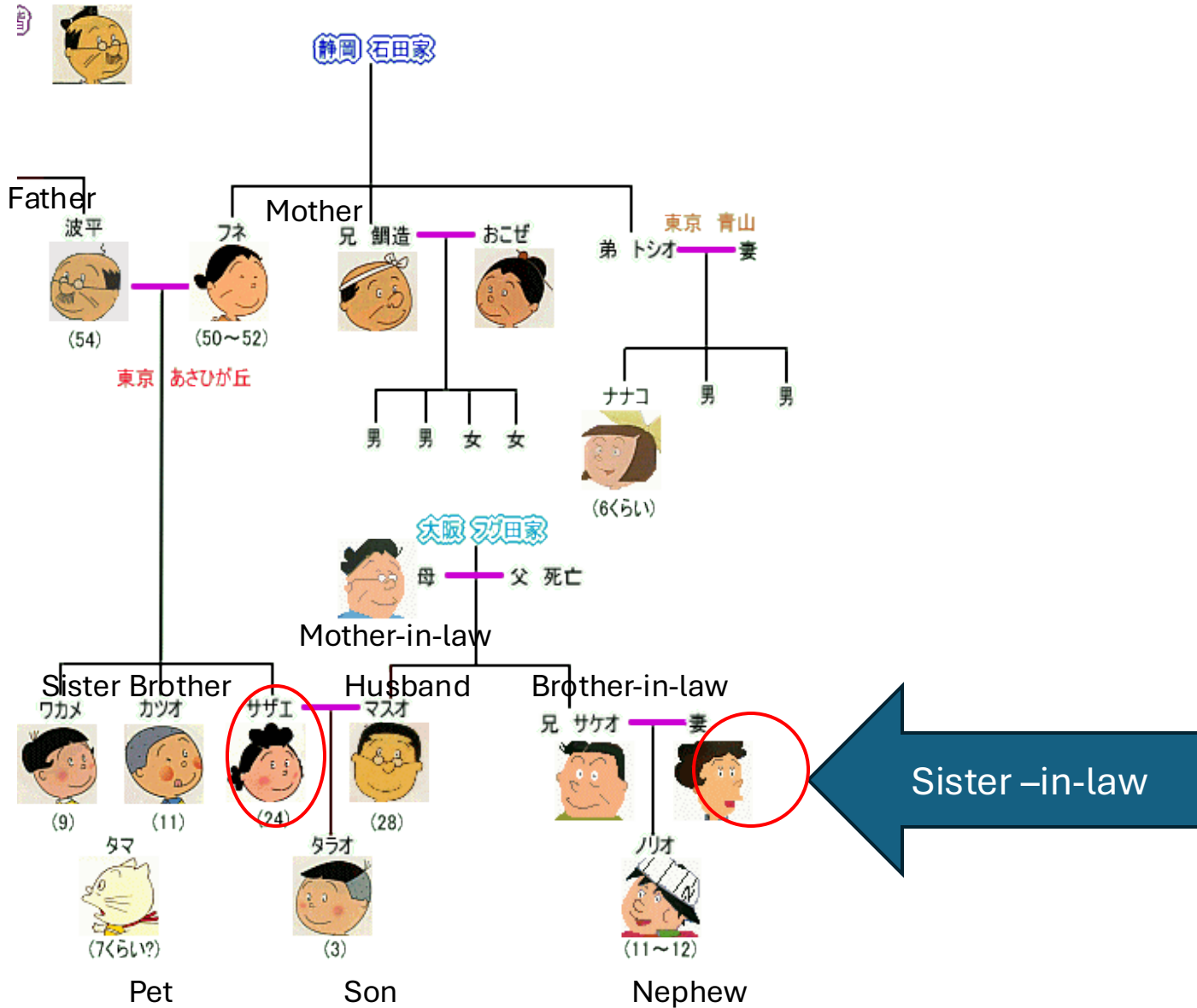


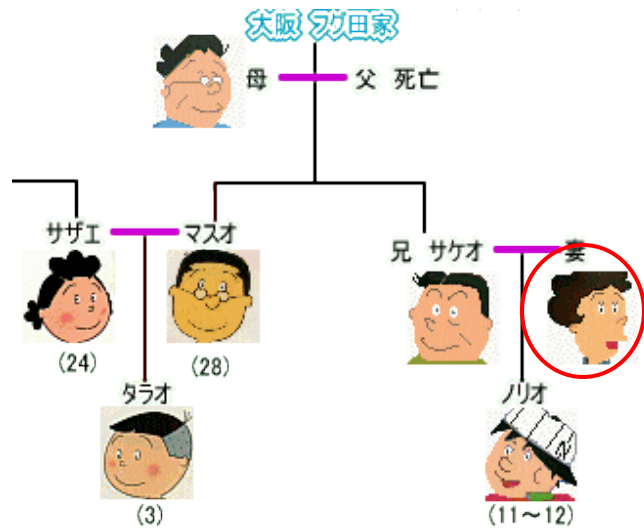
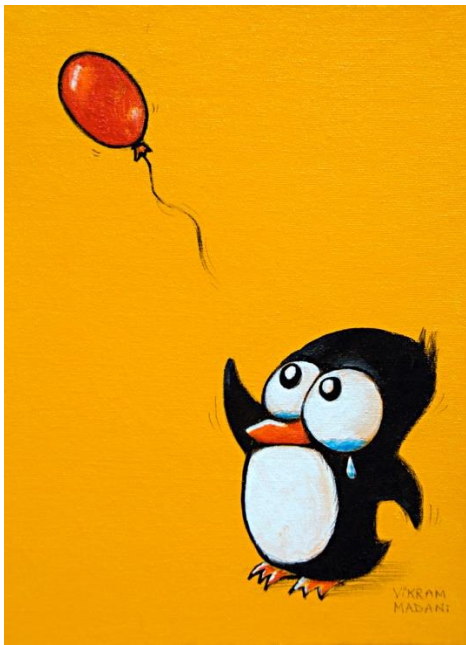
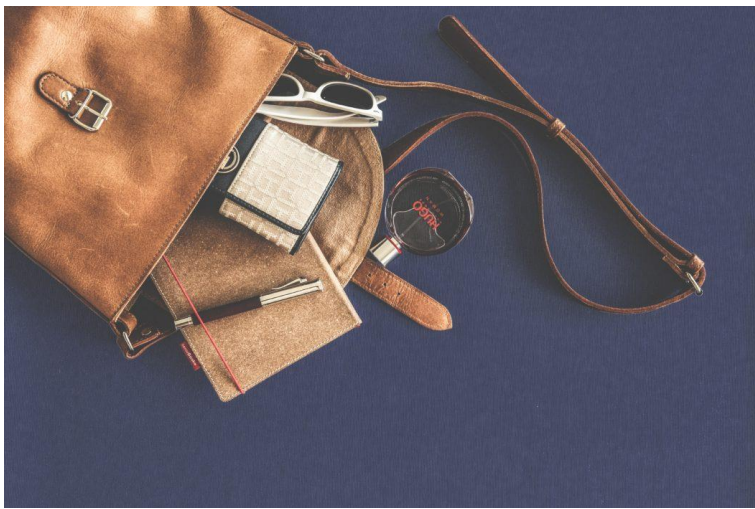
Shovel

- Verb – He is shoveling the snow
- Noun – He bought a snow shovel.



Sister-in-law









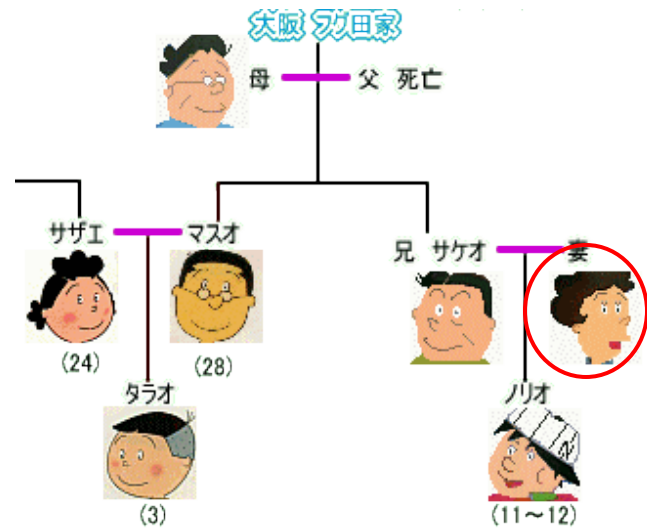
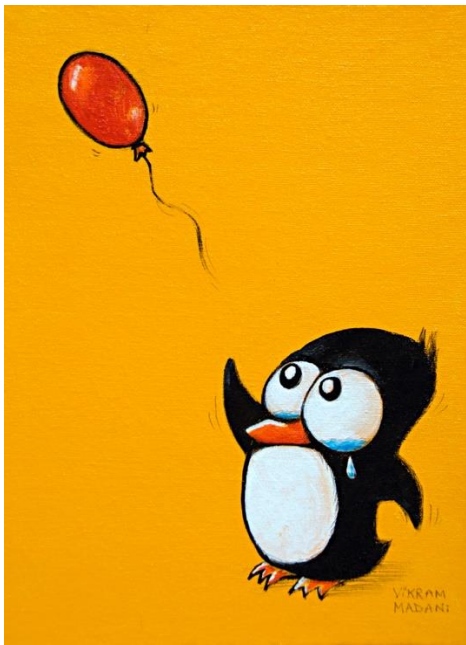
Make Groups of Four

Pair + Pair = Group of Four



Spelling Practice!

Mini White Board



2 Vocabulary

- Now answer questions 1-6 on your own.
- Let's check it together.

3 Comprehension

- Please answer questions 1 – 5.
- Let's check it together.

Remembering Details

- Do it on your own.
- Stand up if...

4 Discussion: What are some presents people like to give and receive?

- Make a list in groups.
- Each group shares their answers.
- I will write them on the white board.



Things we like to receive:

What would you like?

Pass around a wrapped box have each student say: “I would like this to be”

- Be creative, it can be anything!



5 Writing

- Sit in a circle and write a letter saying what kind of gift you would like to give to the person to the right of you.
- Please write a thank you note to the person who wrote a letter to you.



Birthday Party Games



Birthday Traditions Around the World

<https://www.ef.com/wwen/blog/language/birthday-traditions-around-the-world/>

Which one of these is **NOT** true?

1. In Spain, they pull the birthday person's ear gently the same times as their age. In other words, if you turn five, someone will pull your ear five times.
2. In Korea, they drink seaweed soup on their birthday.
3. In Germany, it is considered good luck to say "Happy Birthday!" at least one day before your birthday.
4. In Brazil, you are supposed to share the first slice of your birthday cake with the person you love most (e.g., your parent, grandparent, sibling).

The answer is:



3. It is considered bad luck to say “Happy Birthday!” to a German person before their birthday.



Homework:

Make your own quiz.



Your turn!

What did you
learn today?
What did you
find most
useful?



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Thank You

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