Teaching Japanese with Content-Based Instruction (CBI). Edition No. 1

Description: Content-Based Instruction (CBI) is considered to be one of the most prominent teaching approaches in the field of foreign language education. The proponents of CBI claim that CBI integrates the learning of content and language, allowing students to use the language as a vehicle for acquiring the content of the lecture. It is also argued that CBI fosters students’ critical thinking and autonomous learning skills, while developing their motivation. Despite these claims that appear in a number of articles and books, very few reports are supported by substantial qualitative or quantitative data. Furthermore, empirical study of CBI in Fundamental or Intermediate level Asian language courses is lacking. The current study explored foreign language instruction with regard to the aforementioned claims about CBI. The research questions were whether CBI fosters students’ critical thinking skills, autonomous learning skills, and learning motivation more than a hybrid-CBI or traditional teaching approach. Qualitative data were collected through surveys, and a written and oral assessment. Quantitative data were collected through interviews and class observations.

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