

CONTENT-BASED INSTRUCTION

for Language and Content Teachers

A Short, Practical Guide to CBI

Katie Julian Matthew Simpson

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Foreword

Content-based instruction (CBI) involves teaching both language and subject content together, and focuses on skills and techniques to teach both of these in one lesson or course. This guide is for schools who are interested in incorporating CBI into their teaching and learning. It contains information for managers and leaders who are thinking about the benefits of the CBI approach for overall student learning, and for teachers wanting to incorporate specific practices into their lessons.

When we refer to “teachers” in this guide, we mean either:

- ▣ Subject teachers using a language of instruction and materials that is not the students’ first language. *For example, teaching world history in English to Thai learners of English.*
- ▣ Language teachers whose students also learn subjects in a language different from their own. *For example, teaching Thai language to first-language S’gaw Karen speakers studying science in Thai.*

This guide is written with a focus on post-secondary and high school teaching. However the principles and techniques can apply to primary education as well.

Introduction

What Is CBI?

Content-based instruction combines content and language learning. It involves:

- using content-focused materials to teach languages. This usually means the topics, ideas and texts that student are studying in their content classes, and/or;
- including language instruction when teaching subjects such as social sciences, community development, science, IT or maths.

A CBI class could be an economics teacher focusing on the English vocabulary, texts and grammar structures from her students' economics textbook, or it could be an English teacher going over the language from the videos and texts on project cycle management that his students studied in their community development class.

Is It the Same as CLIL?

Content and language integrated learning (CLIL) is a term used in Europe and the UK. Its meaning is similar to CBI.

The table below shows some common features of CBI and of CLIL.

Table showing the key features of both CBI and CLIL	
CBI	CLIL
Used more in USA and Canada.	Used more in Europe.
A focus on learning language and on some academic content.	A focus on learning both content and language.
Uses the same principles of teaching and learning as CLIL.	Uses the same principles of teaching and learning as CBI.
Uses a simple framework of content and language.	Uses a more complicated framework of content, cognition, communication and culture (the four Cs).
Teachers are usually native speakers of the L2.	Teachers are usually non-native speakers of the L2.
Both L1 and L2 can be used, as necessary.	Both L1 and L2 can be used, as necessary.

Note: *L1* refers to students' first language(s). *L2* refers to the target language that you are teaching, or using as medium of instruction to deliver content.

For example if you are teaching English, and classes in English, to students who speak Shan at home, Shan is their L1 and English is their L2. If your students speak Jingphaw and Burmese and are learning in Chinese, Jingphaw and Burmese are their L1s, and Chinese is their L2.

There are a lot of similarities between the two approaches. For this resource, we will use the term *content-based instruction*, but we will take ideas, examples and teaching techniques from both CBI and CLIL experts. We do this because we think this is the most useful approach for teachers from Myanmar, and because the similarities are more important than the differences. Additionally, we believe that the term CBI is more familiar and recognisable to Myanmar teachers.

For this resource, we will use the following definition of CBI to guide us:

“Content-based instruction is teaching language and content together that leads to increased proficiency in both.”

What Are the Advantages of Using CBI?

- Students learn languages more meaningfully through language they need to use.
- Many subjects have a lot of technical language that might require extra support if students are to master it.
- The more *exposure* students get to key language, the more likely they are to acquire it.
- It helps students develop problem-solving and critical thinking skills,
- If students are planning to study a subject in an L2, they'll need to know the language they are studying in, as well as the content of the subject.

When Should We Use CBI?

If your students are studying subjects in English (or any other language they are not fluent in), it is useful to give them extra language support. However if your students have very low level English (below pre-intermediate/CEFR A1-A2) it may be more useful to focus on core general English skills first, adding CBI content where needed.

Note: *CEFR* refers to the Common European Framework for Reference. It is a framework for describing language proficiency. There are six levels (A1, A2, B1, B2, C1, C2). For more information, go to: <https://bit.ly/3SHgHkl>.

Some people believe that a CBI language lesson is best after a content lesson, so that students can practice using new ideas and vocabulary with prior knowledge. Others believe that a CBI lesson is more useful before a content lesson, so that students can first learn new vocabulary and useful phrases, and become familiar with important ideas.

Who Should Teach CBI?

- Content teachers using materials that are in a language different to the students' L1.
- Language teachers supporting students learning subjects in an L2.
- Content and language teachers, working together to plan lessons.

How Long Do CBI Lessons Take to Plan and teach?

The challenges with CBI are that it requires a language teacher to know a little about the content, or it requires content teachers to know some language teaching techniques. Therefore, it takes longer to plan than language-only or content-only lessons. Planning gets easier the more you do it.

One problem that may arise with CBI teaching is confusion and disagreement between content and language teachers. Questions might include:

- ▣ Who should be doing it – language or content teachers?
- ▣ How can extra research and lesson planning be added into an already large workload?
- ▣ What is the best way to implement CBI in their school?

CBI is a whole-school approach, and it needs buy-in and support from principals, teachers and administrators. Additionally, as much as possible, courses, lessons and learning objectives should be planned together by content and language teachers, so that the workload is shared.

How Will This Book Help Me to Do CBI?

Over the next six chapters, you will explore the principles of CBI, as well as some key theories and important techniques and practices, so that you will be better able to teach both content and language to your learners.

In addition, Appendix 1 and Appendix 2 provide extra information to support you to try some of the new ideas in the book.

- ▣ Appendix 1 presents four complete example CBI lesson plans with instructions and scaffolds in the form of worksheets, handouts and other tasks.
- ▣ Appendix 2 is a selection of scaffolds (activities) based on two example texts that can be used at various stages of lessons and to practice different skills.

1. The Principles of CBI

The following can be regarded as the core principles of content-based instruction:

- A. CBI lessons focus on both content and language.
- B. Both language and content *learning objectives* are given at the beginning and end of a lesson.
- C. Lessons integrate reading, writing, listening and speaking tasks.
- D. They focus on key *Tier 3 vocabulary* needed to understand the content.
- E. They use *scaffolding* techniques.
- F. It makes use of *comprehensible input* to bring content and tasks into the *zone of proximal development (ZPD)*.
- G. It uses students' *prior knowledge* and experience to increase engagement with language and content.

Many of these principles apply to all teaching, not specifically CBI. Other lists of CBI principles include making learning *meaningful*, *collaborative* and *active*, which also are general teaching principles.

Note: Some language used here may be unfamiliar to some readers. However, all terms will be clarified throughout the book.

A. CBI Lessons Focus on Both Content and Language

CBI lessons have both content objectives (the specific knowledge and skills for that lesson) and language objectives (the language needed to access the knowledge and skills).

For example, some social science students are learning about macroeconomics, using Mote Oo Education's *Social Science and the Humanities, Chapter 4.3*. The content and language objectives for one unit are as follows:

Content	Language
<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ■ describe and distinguish between the different economic systems of communism, capitalism and socialism. ■ list different features of these systems. ■ make cause-and-effect links. ■ consider the advantages and disadvantages of different economic systems. 	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ■ recognise and use target vocabulary, e.g. <i>planned economy, free-market economy, mixed economy, division of labour, means of production, transaction, depression, growth</i>. ■ recognise and use noun phrases, e.g. <i>most countries' economies; countries that provide a lot of free services</i>. ■ write a 100-word blog entry describing the key features of macroeconomics.

You probably don't want to look at all of these in one lesson. Choose the most important and useful points to focus on.

B. Both Language and Content Learning Objectives Are Given at the Beginning and End of a Lesson

Start each lesson by showing students the objectives. You don't need many objectives: two-four are enough. They need to be about both content and language.

Objectives should be SMART (specific, measurable, achievable, realistic and timed). For example, the lesson about macroeconomics might include these objectives:

During this lesson, you will:

- list different features of capitalism, communism and socialism.
- use division of labour, means of production, transaction, depression and growth in written sentences.
- discuss the advantages and disadvantages of different economic systems.

Show these to the students at the start of the lesson. You could do one or more prediction tasks using them, if you like.

Show them to students again at the end of the lesson. Ask (or elicit from) students if they have achieved the objectives. If you want, discuss the objectives as part of a review, so that students have the chance to reflect, to ask questions and to evaluate whether they achieved them or not. This will help you to plan the next lessons, because you will know whether students have achieved the objectives fully, or whether they need additional support.

C. Lessons Integrate Reading, Writing, Listening and Speaking Tasks

Be sure to include tasks that involve all four major language skills. In the macroeconomics lesson, you might:

- Brainstorm what students know about communist and capitalist economics (*speaking focus, also involves listening*).
- Classify the features and examples into capitalist, socialist and communist economies. (*reading focus*).
 1. planned economy
 2. free-market economy
 3. mixed economy
 4. some public services and some private businesses
 5. government decides what is produced
 6. pay rates for workers depend on profit and competition
 7. The USA is more like this

8. China is more like this
9. Scandinavian countries are more like this

- A jigsaw activity where students, in pairs, read parts of a text with words blanked out, and fill in the missing information. (*listening focus, also involves reading, writing and speaking*).

Partner A

Microeconomics looks at who owns the _____, like land or factories. In a capitalist system, this is owned by _____. In a _____ system, this is owned by the government.

Partner B

_____ looks at who owns the means of production, like land or factories. In a _____ system, this is owned by private businesses. In a communist system, this is owned by _____.

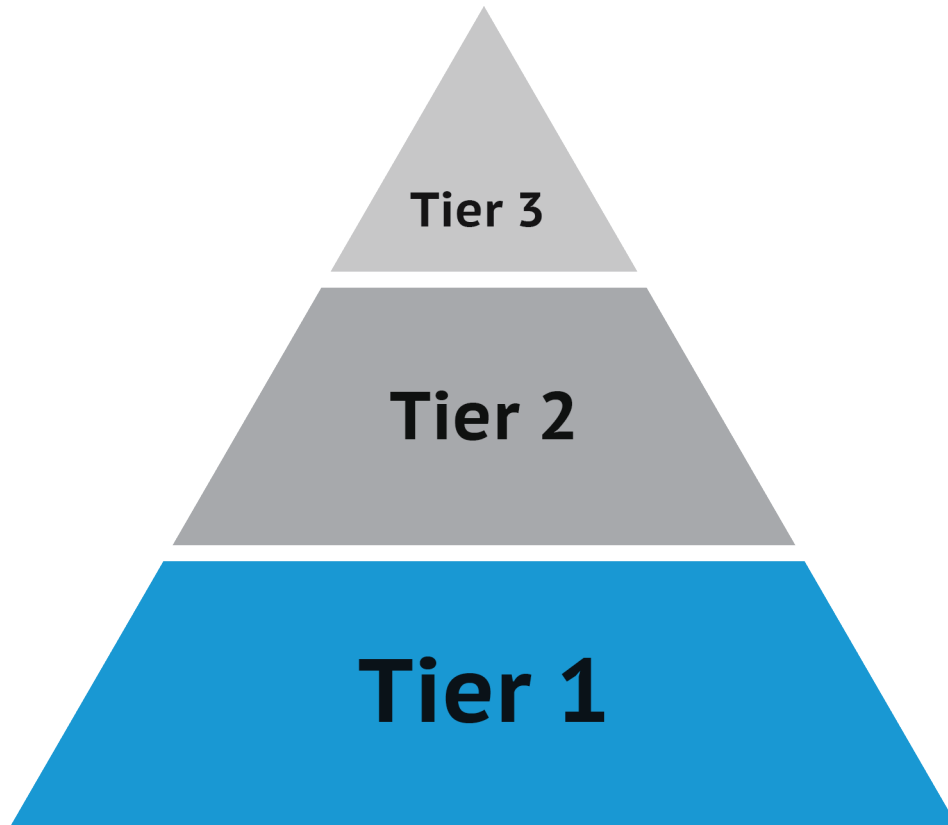
- Complete the sentences. (*writing focus*).
 1. The division of labour on a farm could...
 2. An example of a transaction is...
 3. Economic growth is often...
 4. In an economic depression...
 5. Economic systems are based on who owns...
- In groups, discuss the advantages and disadvantages of different economic systems. Present your ideas to the class. (*speaking and listening focus*).

As well as choosing tasks that practise all four major language skills, you should choose a range of tasks that allow students to practise additional skills and competencies. When planning, think about the following sets of skills:

- **Interpersonal skills** (pairwork, groupwork, teamwork, cooperation, competition, negotiating).
- **Digital skills** (typing, using spreadsheets, emailing, researching using the internet, creating video and audio content).
- **Creative thinking skills** (writing stories, creating music or songs, writing and performing roleplays, art).
- **Critical thinking skills** (problem solving, analysing texts for meaning and inference).
- **Academic skills** (brainstorming essay topics, writing and drafting essays, doing research, creating presentations, giving presentations).

See Appendix 3 for more examples of scaffolding tasks that practise different content and language skills.

D. They Focus on *Key Tier 3 Vocabulary* Needed to Understand the Content



■ Illustration showing the three tiers of vocabulary from common everyday (Tier 1) to subject-specific (Tier 3) words.

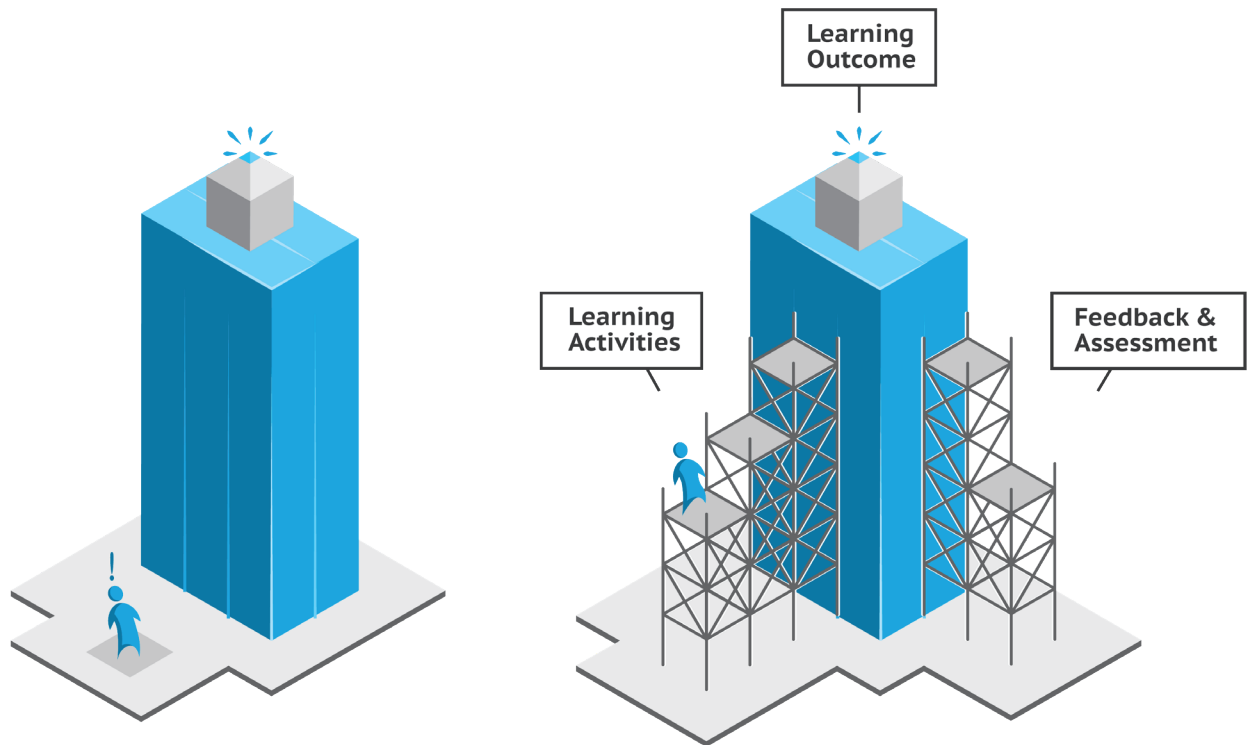
In a CBI lesson, one of the goals is to give students opportunities to recognise, understand and use words specific to that subject, as well as to practice other important academic language that they will often see in their studies. We can divide vocabulary into three tiers, according to how common or uncommon words are. The diagram above shows the three tiers. Tier 1 vocabulary is everyday language. Tier 2 vocabulary is general academic language. Tier 3 vocabulary is subject-specific words and phrases needed to understand a subject.

In the macroeconomics lesson, we selected the following Tier 3 vocabulary:

- planned, market and mixed (economies) *(these words have specific meanings in economics)*
- division of labour
- means of production
- transaction
- depression *(has specific meaning in economics)*
- growth *(has specific meaning in economics)*

Selecting words to focus on will depend on what your students already know, and how often they are used. See Chapter 2 for further explanation of tiers of vocabulary.

E. They Use *Scaffolding* Techniques



■ Illustration showing the use of scaffolding to reach learning outcomes.

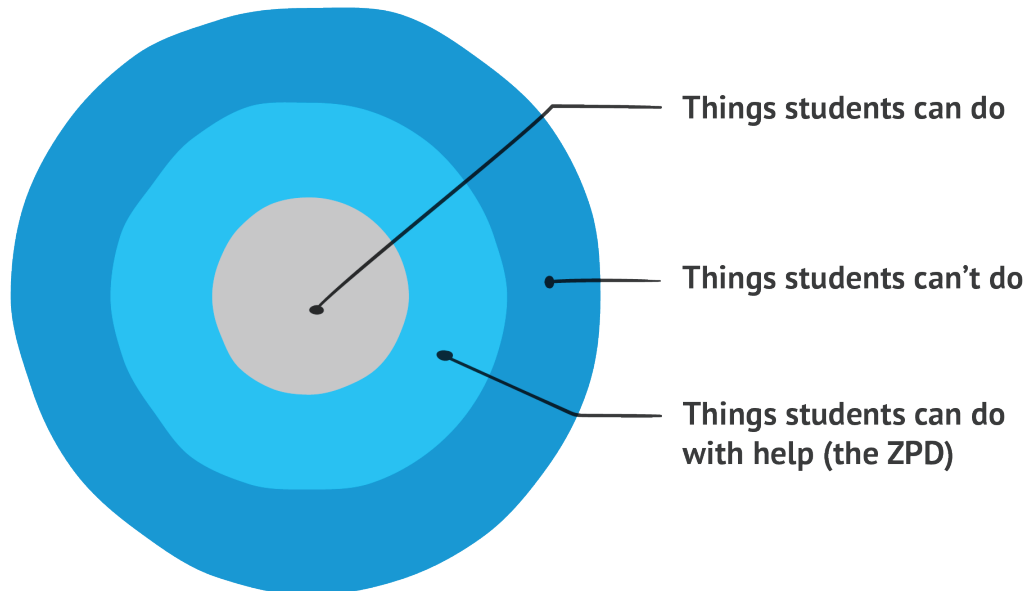
Scaffolding is any task designed to help students understand and use the language and content. The aim of scaffolding is to provide more support initially, and then gradually remove the support until students are able to do this independently.

In macroeconomics, a series of scaffolding tasks to help students with understanding the concept of the *division of labour* could include any of these:

- What is this? (unscramble the words) i i i s d o n v f o b a u o r l
- In Moo Moo's shop, there is a _____. Moo Moo does the accounting and management. Her daughter serves the customers. She hired her neighbour, Aung Ko, to do the deliveries and stock the shelves.
- Based on the text, choose the best definition of "division of labour".
 1. Doing small amounts of work every day.
 2. Dividing the working week into mornings and afternoons.
 3. Dividing different tasks between people based on their age.
 4. Dividing tasks into smaller tasks to increase efficiency.
- Write a paragraph describing the division of labour in your school.

See Chapter 5 for further explanation of scaffolding.

F. It Makes Use of Comprehensible Input to Bring Content and Tasks into the *Zone of Proximal Development*



■ Illustration showing how the ZPD helps students to move from things that they cannot do to things that they can.

To understand the subject, students need to understand the language. Many books, audio, videos and websites, are written for first language users, or students with higher language proficiency. You therefore need to explain the material in language students can understand.

Back to macroeconomics:

Macroeconomics looks at the economy of an entire country. It is concerned with trying to estimate the total aggregate (combined) figures for supply and demand, production, employment and inflation. It also looks at how the millions of transactions of buying and selling of goods and services within a country affect prices.

This text assumes students have approximately intermediate (CEFR B1) level English. If you are teaching it to pre-intermediate (CEFR A2+) level students, you might explain this as:

Macroeconomics studies the economy of a whole country. It focuses on finding the total amounts of things like supply and demand, production, jobs, and inflation (when prices go up). It also looks at how the buying and selling of goods and services by many people affect prices in the country.

This helps bring it into students' zone of proximal development (ZPD), which makes it learnable. See chapter 3 and 4 for more information on comprehensible input the ZPD.

G. It Uses Students' *Prior Knowledge* and Experience to Increase Engagement with Language and Content

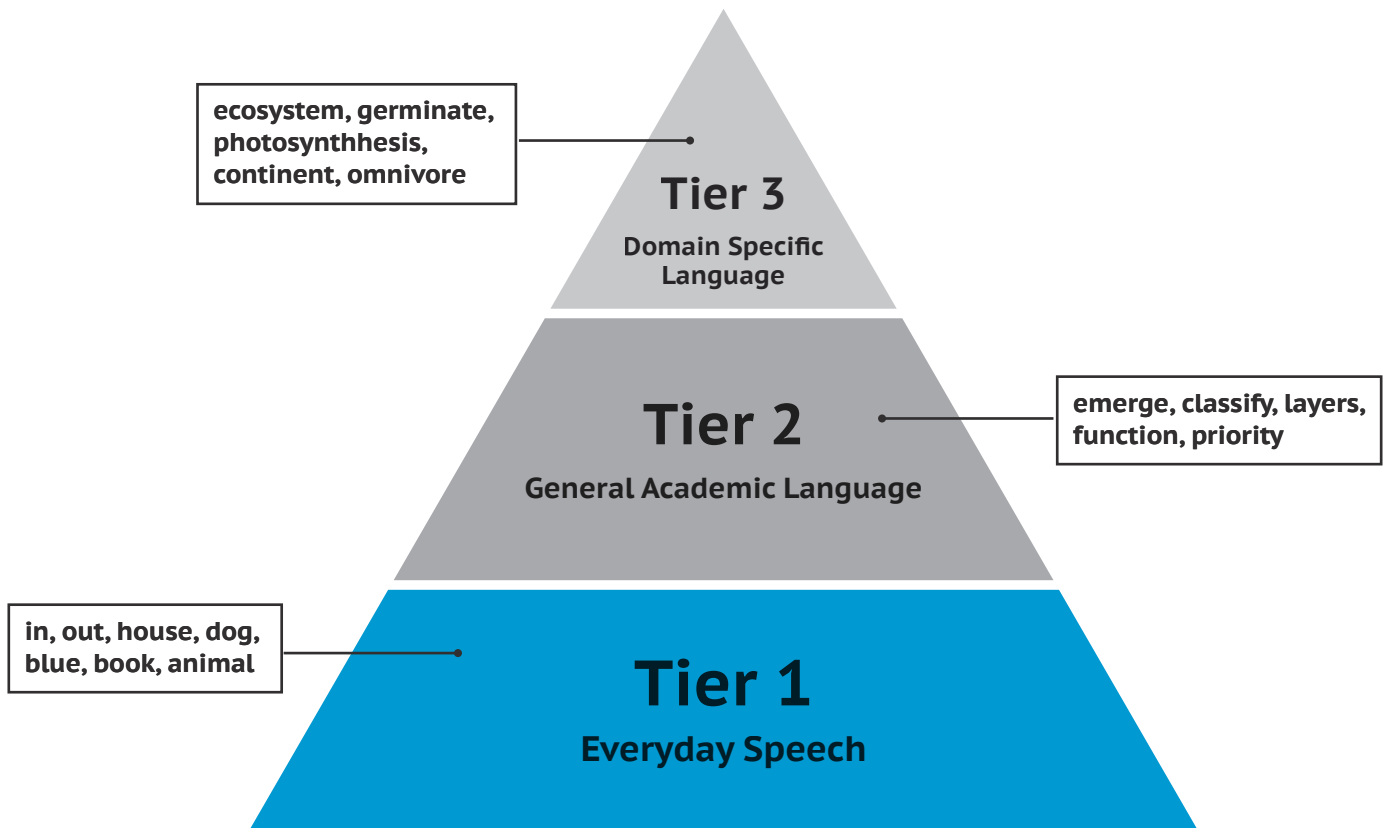


Students learn more easily when concepts and language are based on things they already know, and when they can use their own ideas and experience. Personalising tasks, where you work with students' opinions and things they are familiar with, helps students process new information.

Some examples from macroeconomics:

- What is your experience of inflation? (How have prices of things you buy from shops or at the market changed over time?)
- Write a sentence using the words/phrases 'I' and 'means of production'.
- Discuss what your life might be like under a communist economic system.

2. Tiers of Vocabulary



■ Illustration showing the three tiers of vocabulary from common everyday (Tier 1) to subject-specific (Tier 3) words, with examples.

Tier 1 words are everyday English. They are 85-90% of oral communication, and 75-80% of informal written communication (e.g. emails, social media and fiction). Tier 1 words include:

- ☞ Common nouns (e.g. *frog, afternoon, bathroom, language*).
- ☞ Common verbs (e.g. *listen, go away, receive, imagine*).
- ☞ Common adjectives (e.g. *fast, huge, intelligent, freezing*).
- ☞ Common adverbs (e.g. *quietly, today, exactly, really*).
- ☞ Function words, that don't have meaning but are used to connect words, show relationships and make sentences grammatically correct. These include pronouns, articles, prepositions, auxiliary and modal verbs (e.g. *them, the, on, was, can't*).

Teaching these is usually done in general English classes.

Tier 2 words are academic and professional words used across many disciplines. They are more common in written than spoken English. Tier 2 words include:

- ☞ Nouns (e.g. *process, strategy, feature, evidence*).
- ☞ Verbs (e.g. *analyse, justify, evaluate, interpret*).
- ☞ Adjectives (e.g. *nutritious, exact, consistent, significant*).
- ☞ Adverbs (e.g. *precisely, gradually, consequently, initially*).
- ☞ Words and phrases that indicate cause and effect, add information, express opinion or compare (e.g. *as a result, moreover, according to, on the other hand*).

Teaching these is done in general, academic or professional English classes.

Tier 3 words are subject-specific words and phrases used in a particular academic discipline. They are often technical, and are in textbooks, lectures, articles and professional discussions about that subject. They are not used frequently outside of their particular subject area. Some examples from different disciplines include:

- **Science:** *oxidise, mitosis, sedimentary.*
- **Peace Studies:** *mediator, conflict resolution, escalate.*
- **Management:** *delegate, SWOT analysis, decentralised.*
- **Education:** *scaffold, curriculum, competency-based.*
- **Cooking:** *simmer, foam reduction, artisanal.*

Teaching these is usually done in LSP (language for specific purposes) classes such as English for lawyers, Thai language for hospitality workers, Burmese for the social sciences, etc., as well as in subject classes, and in CBI classes.

There is no exact Tier designation for what a specific word or phrase is. It depends on how frequently students encounter it, and where. You might find you need to focus on some Tier 2 (or Tier 1) words in your CBI lessons. Some words have one meaning when used in everyday English and another for subject-specific use.

For example *depression*. Many will think of a medical condition of sadness and hopelessness, but also:

- Geography – a low-lying area of land.
- Economics – an economic downturn.
- Meteorology – low-pressure weather that brings cloudy skies, rain, and storms.

Choose the words that are crucial to understanding the subject, rather than just words that are unusual. There's no point in students spending a lot of time on words they'll never encounter again.

The key to acquiring vocabulary is exposure. The more often a student reads, hears, speaks and writes a word, the more easily they can recall and use it. Ideally, students will have lots of opportunities for meaningful exposure through texts, videos, lectures and tasks.

One way to increase students' range and understanding of vocabulary is through the use of word families. For example the word *assess*, which you might focus on when teaching education or community development, has many variations across the different word classes.

- verbs: *assess, assessed, assessing*
- noun: *assessment, assessor*
- adjectives: *assessable, unassessable, assessed, unassessed, assessment-based*
- adverb: *assessably*

3. Comprehensible Input

Comprehensible = understandable

Input = reading and listening

Comprehensible input is content students can understand, even if it contains words or structures they have not yet fully mastered. Learners acquire language when they receive input that is just slightly above their current proficiency level. A general guideline is 90-95% familiar, and 5-10% unfamiliar vocabulary.

If your subject materials contain language that is a lot higher than students' current proficiency level, there are ways you can make it into comprehensible input.

- Rephrase it so that it uses easier words, phrasing and structure. This could be in the form of a written text, or verbally. AI chatbots and LLMs (large language models, such as Chat GPT) are great for this – type 'rewrite this in pre-intermediate English' and show, copy/paste, or read out the text.
- Use bullets or numeration to only focus on key points, rather than have students working through long paragraphs of information.
- Include one or more additional pictures, maps or diagrams that you create or source from the internet, to visualise concepts from the text.

This example is from a university coursebook on Social Entrepreneurship, written in upper-intermediate (B2-C1) English.

SOCIAL ENTERPRISE: TWO SCHOOLS OF THOUGHT

Definitions of *social enterprise* have been developed in different sectors (non-profit, for-profit and public sectors), and as such tend to reflect both the sectors themselves and the philosophies of key players within these sectors.

Gregory Dees, often referred to as the “Father of Social Entrepreneurship Education”, categorizes the many varied social enterprise definitions into two main types:

Social Enterprise

These definitions focus on the dual outcomes of economic and social value creation in defining a social enterprise. This includes nonprofit organizations which set up income generating business units to generate resources which go toward supporting the organization's social mission. These businesses may not

necessarily be part of the core activities undertaken to achieve the social mission, but merely a means of generating the resources needed to support these core activities.

Social Innovation

Within this school of thought, the key focus is on the innovation which a social entrepreneur uses in the value creation process through the implementation of new and better ways to address social problems or meet social needs. A social enterprise under this definition need not necessarily be a business enterprise creating products or providing services to generate income, but can exist in various legal forms, as long as they are introducing an innovative and effective approach toward addressing social problems.

Here is how AI rewrites the social enterprise and social innovation paragraphs in pre-intermediate (CEFR A2-B1) English:

Social Enterprise (Business + Social Impact)

- This idea focuses on creating both economic and social value.
- Non-profits may start businesses to make money that supports their social goals.
- These businesses don't have to be directly related to the social mission but help generate the resources needed to achieve it.

Social Innovation (New Ideas to Solve Social Problems)

- This idea focuses on innovation – finding new and better ways to solve social problems or meet social needs.
- A social enterprise doesn't have to run a traditional business to make money. It can have any legal form as long as it introduces creative and effective solutions to social problems.

You can use visuals and gestures to suggest meaning.

- Hold up one finger when talking about the first type (social enterprise) and two fingers when talking about the second (social innovation).
- Draw a \$ sign on the board when talking about economic value, and a heart when talking about social value.
- Find or create illustrations, e.g.:



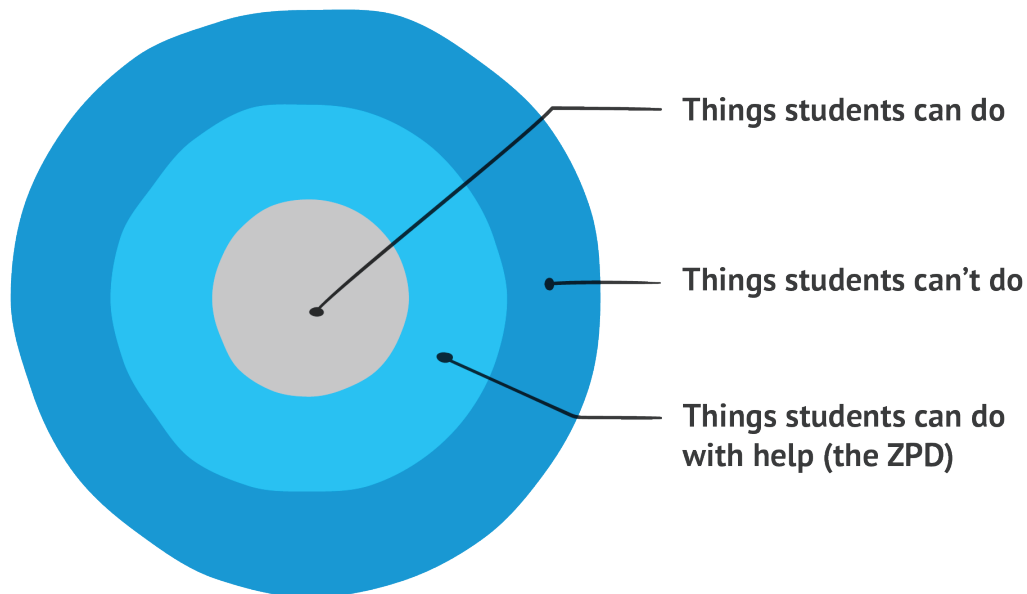
You can explain using examples, especially examples familiar to students.

- Social enterprise – for example Veranda Youth Café in Hpa-an, where proceeds from the café fund youth activities.
- Social innovation – for example Borderline in Mae Sot, where women's collectives sell their weaving, sewing and other crafts through a non-profit shop.

You can use storytelling and personal examples.

"My sister set up a school, where they charge people to attend English tuition. They use this money to run free classes for children who can't afford school fees."

4. The Zone of Proximal Development



■ Illustration showing how the ZPD helps students to move from things that they cannot do to things that they can.

The zone of proximal development (ZPD) comes from educational psychology. It was developed by the Russian psychologist Lev Vygotsky in the 1930s. It is about learnability – the difference between what a student can't do, what they can do with help from others (such as a teacher, peer or parent), and what they can't do yet.

There is no point teaching things students can already do. This is boring for students.

There is no point teaching things that are a lot more difficult than students are able to do or understand. This is frustrating and de-motivating for students.

The best content, language and tasks to teach are things a little more difficult than students can currently do, with support so they become able to do them. This is teaching in the zone of proximal development.

Scaffolding (see next chapter) provides guidance for students to bridge the gap between what they can and can't do. It supports them to move towards independent mastery.

Ways you can do this:

- Provide opportunities for students to get support from peers via pair and group work.
- Provide guidance through appropriate tasks.
- Give explanations and other assistance where needed.

As students gain confidence and understanding, reduce the level of support until they can do things on their own.

Beware the learning burden, and remember:

- If students are learning new ideas, it is more difficult if the language is unfamiliar.

- ▣ If students are learning new language, it is more difficult if the context is unfamiliar.
- ▣ If students are learning new skills, content and language, it is more difficult if the teaching methodology is unfamiliar.

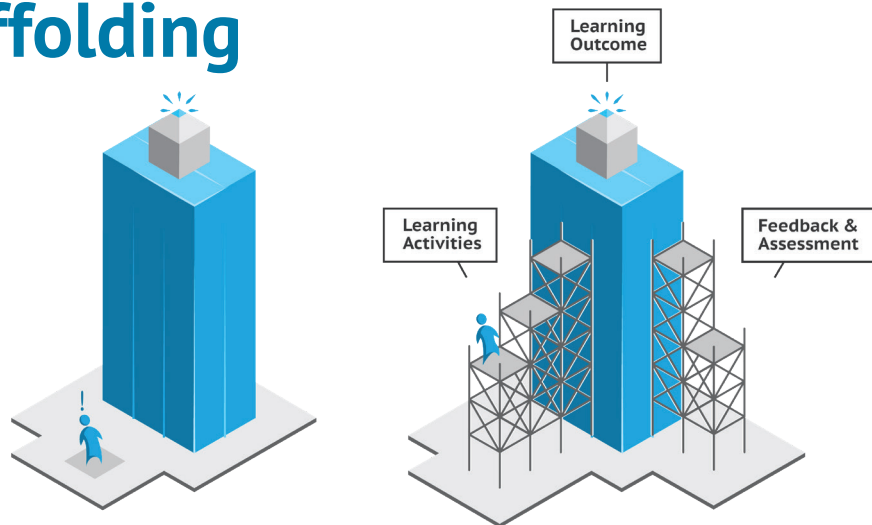
To reduce the difficulty, and ensure learning is taking place within the ZPD, reduce unfamiliarity of every aspect you are not focusing on teaching. This might involve:

- ▣ Making the language more familiar, by using comprehensible input (or if necessary explaining in students' L1).
- ▣ Making the context more familiar, by changing examples in a European textbook to local examples.
- ▣ Using familiar tasks and methodology when you first introduce new content.

Keep things familiar as much as possible, so students can focus on acquiring the (new) key content, language or skill that you are introducing.

The zone of proximal development can be a useful tool in choosing the resources and tasks to use in your class.

5. Scaffolding



■ Illustration showing the use of scaffolding to reach learning outcomes.

Scaffolding involves supporting a student to achieve a learning objective, and then gradually removing that support so they can achieve it on their own.

Saying to students, “Read this article about the social and economic impacts of gender disparity, then write a 500-word essay on it”, is the opposite of scaffolding. This might be OK for students who are familiar with the language, content and skills needed to complete this task. However, for students with less language, skills and prior knowledge of the content, scaffolding will help. This involves breaking up the learning into parts and providing a tool with each part.

To scaffold the article about the social and economic impacts of gender disparity, you could:

- First, do a prediction task about what’s in the text then present key vocabulary.
- Next, break the text into chunks and have students read and discuss these in groups. After that, put the students in groups to identify the main points of the text and think of local examples to illustrate each one.
- Finally, put students into pairs to draft key vocabulary, appropriate, relevant academic phrases and the most appropriate main points and examples from their groupwork.

By the time these tasks are done, students will be more prepared to write the essay – that skill is now within their zone of proximal development.

A five-stage lesson is usually a series of scaffolding tasks:

- start with an introduction/preview to activate students’ prior knowledge.
- present the new information/text/skill/ideas/language.
- do some controlled practice (which provides a lot of scaffolding).
- then do some free practice (less scaffolding).
- finish with a review to consolidate the new learning.

Scaffolding includes any task – activities, exercises, discussions – that supports the students to learn. Some useful scaffolds might already be included the textbook. There are also lots of scaffolding tasks in activity books.

6. Implementing CBI in Your School

As mentioned in the introduction, CBI is a whole-school approach, and it needs buy-in and support from principals, teachers and administrators. Each person in a school has an important role to play and specific goals to accomplish.

1. **School Leaders:** Principals, senior teachers and administrators.

- **Responsibilities:** Senior staff usually are the main decision makers when deciding to incorporate CBI. Therefore it is very important that school leaders inform themselves about the main aspects of CBI, including:
 - What it is.
 - How it can work in a school.
 - What the main challenges will be for teachers, students and administrators when implementing CBI.
- **Main Tasks:**
 - Arranging professional development opportunities for teachers so that they can integrate CBI.
 - Providing sufficient time for meetings and lesson planning.
 - Arranging additional curriculum development support as necessary so that curricula can be modified and updated
 - Providing support and understanding during the transition, so that teachers are able to come to you for help, and you can find solutions together.

2. **Teachers:** Both content and language teachers have a role to play in CBI.

- **Responsibilities:** Both content and language teachers should upskill in CBI, and should know enough about it to be able to plan and deliver CBI lessons, including:
 - How to create good, clear language and content objectives.
 - How to create interesting and challenging tasks using scaffolds to support learning in students' ZPDs.
 - How to assess both language and content learning within a class and across the broader curriculum.
- **Main Tasks:**
 - Attending curriculum meetings so that all teachers know how CBI will be implemented, and how content and language lessons will complement each other.
 - Attending regular lesson planning meetings so that adjustments can be made, especially if language teachers are adopting a "just-in-time" approach to teaching language (this means that language is not taught in the order that it is taught in a standard language learning textbook; instead it is taught just in time for students to be able to use new language in a content lesson).
 - Planning, delivering and assessing CBI lessons.
 - Evaluating your own teaching and supporting others through peer evaluation.

3. **Students and the Community:** CBI also needs buy-in and support from students, and maybe also from the wider community. CBI might be very different to more traditional ways of learning that students are used to. For this reason, both school leaders and teachers need to play a role in promoting CBI.

- ▣ School leaders should clearly communicate to parents, families and the wider community the reasons why the school is using CBI.
- ▣ If necessary, they should present data and evidence to show that CBI approaches generally lead to better outcomes for students.
- ▣ However, they should be realistic that these outcomes might not be easy to see in the first few days and weeks. Decisions that seem unusual (for example, allowing L1 instruction), should be explained.
- ▣ Teachers should be patient with their students during the first days and weeks of switching to CBI. Students may feel disoriented and/or struggle. Teachers should support and encourage them, while also explaining the benefits of CBI to students.
- ▣ If parents or other stakeholders are unsure about what CBI is or how it works, teachers and school leaders could consider having demonstration sessions with students, so they can see CBI in action.
- ▣ Students should be encouraged to become self-directed learners, and to take advantage of the opportunities for more communicative learning.

Appendix 1:

Example CBI Lesson Plans

In this section we present four complete examples of CBI lesson plans. Each lesson plan has both language (form) and subject content (meaning) objectives and a series of scaffolds (activities) designed to enhance learning. These mostly follow a lesson plan comprising initial introduction, presentation of new language and content, followed by controlled and free practice and a final review activity.

More information about some of the scaffolds featured here is in Appendix 2.

1. Active Citizenship

Subject and Topic:

- Active citizenship, Community

Learning Objectives:

By the end of this lesson, you will be able to:

- Explain what community is by writing individual and group definitions.
- Explore the similarities, differences, advantages and challenges of urban and rural communities.
- Utilize Tier 3 vocabulary: *heritage, virtual, diaspora, globalisation, urban, remittance* correctly in speaking and in writing.

Materials:

- Community map (below).
- "What Is Community?" Video: <https://bit.ly/4dW9BTb>.
- Collaborative document (e.g. Padlet) for students to add definitions of "community".
- Active Citizenship (Mote Oo, 2013): English Student's Book, p. 24-28, or; Myanmar Student's Book, p. 30-35.
- "Communities" worksheet (p. 26).

Notes:

- This lesson plan is designed for online classes.



Instructions

1. Show and explain the personal example of a community map.
2. Individually, students create their own community maps, outlining the communities they belong to.
3. Show video, "What Is Community?"
4. Ask students "What does community mean to you?" Individually, students write a definition.
5. In pairs, they negotiate a definition.
6. Pairs combine into groups of four, and negotiate a group definition.
7. Groups present their definitions to the class, and/or write their definitions on a Padlet or collaborative document.
8. Present this definition: "*A community refers to a group of people living in the same place or having a particular characteristic in common, such as shared interests, values, identity and regular interactions with each other.*"
9. Does everyone agree with it? Why or why not? Elicit some answers with reasons.
10. Provide examples:
 - Our school is a community where staff and students and staff share a location and goal.
 - The football players are a community based on their shared interest of playing football.
 - LGBTQIA+ is a community based on their identity/ies.
 - Mothers of small babies in a neighbourhood who meet to share their experiences are a community.
 - Social Science teachers can be a community based on their expertise.
11. Present key vocabulary and elicit or explain definitions, or give students time to use the internet to find definitions:
 - Heritage
 - Virtual
 - Diaspora
 - Globalisation
 - Urban
 - Remittance
12. Copy and cut up the seven community descriptions (Islamic, Salone, Manchester United, urban, online, global, diaspora; English, p. 25-28; Myanmar, p. 32-35) from *Active Citizenship*, and give one to each student.
13. In groups, students underline the words in their texts they don't understand, and help each other to explain them.
14. Students rearrange groups so that each group has texts 1-7. In turns, students explain their text to the group.
15. Students write sentences with the word 'I' and each of the key vocabulary items, e.g.:
 - "My brother works overseas and sends remittance money to our parents."
16. In pairs, they say their sentences to each other and ask follow-up questions, e.g.:
 - "Where does he work?"
 - "Malaysia."
17. Give out the worksheet. Students complete it for homework.

Worksheet: Communities

1. Match the headings (a-g) with the summaries (i-vii).
 - a. The Islamic Community
 - b. The Salone of Myanmar
 - c. Manchester United
 - d. Urban Community
 - e. Online Community
 - f. The Global Community
 - g. Diaspora Community

- i. Interaction has increased between the communities around the world. They need to work cooperatively to address common problems such as climate change and poverty.
- ii. This community can share their interests, location, sports, politics, etc. but the community members might never meet face to face.
- iii. This is a sports team based in England. The team is made up of players from different countries around the world.
- iv. This community is made up of Myanmar people, who are working in different countries in the world such as Singapore, Laos, Germany, Thailand and Malaysia.
- v. The community is formed by people moving to and living in the same streets and neighbourhoods in towns and cities.
- vi. This community is made of a small number of people in southeastern Myanmar. They make their livings by selling sea products.
- vii. This is one of the most widely practiced religions in the world. They practice the basic five pillars of Islam, which are essential acts of worship and devotion.

Complete the table.

	Urban Communities	Rural Communities
Similarities		
Differences		
Advantages		
Challenges		

2. Intercultural Communication

Subject and Topic:

- Life Skills, Intercultural Communication

Learning Objectives:

By the end of this lesson, you will be able to:

- Identify characteristics of different kinds of cultures.
- Recognise and use Tier 3 vocabulary: *perspective, attitude, culture shock, hostile, adjust, disoriented, casual* in context.
- Design open questions related to the topic.
- Create a story about culture shock.

Materials:

- Intercultural Dimensions, Part 1 slideshow.
- Worksheet (p. 28).

Notes:

- This lesson plan is designed for a face-to-face class where all students have access to computers and the PowerPoint slideshow.

Instructions

- Write *culture shock, perspective* and *attitude* on the board.
- As a class, brainstorm words and ideas associated with these. Write students' ideas on the board.
- Students work in groups of 4-6. Give groups access to (or printouts of) the Cultural Dimensions slideshow.
- Groups spend five minutes going through the slide show, and helping each other understand the main points.
- Students complete the gap-fill task on the worksheet (p. 28).
- In groups, students fill in the missing information.
- Each group develops 2-3 open questions related to the ideas in the slideshow. E.g.
 - What are some examples of hot and cold climate cultures?
 - Have you ever experienced culture shock?Go around ensuring these are open questions, rather than questions with correct answers.
- Write groups' questions on the board.
- Groups discuss the questions.
- As a class, elicit the answers.
- Students complete the matching task on the worksheet.

12. In groups, students expand the story on the worksheet. They can change anything they like (the name of the person and the country, e.g. Nant Po Po moves to Chiang Mai, or someone from a small rural village moves to a big city).

- They provide background info (why did the person move to a new culture? What are they doing in the new country?)
- They provide more details about the situation.
- They use all the key vocabulary in their story.

13. Groups write their story on flipcharts.

14. They either read it to the class, or act it out as a roleplay.

Worksheet: Intercultural Communication

1. Fill the gaps with the correct information about different cultures.

Hot Climate Cultures	Cold Climate Cultures
Relationships are priority.	a. _____.
b. _____.	Accurate information is important.
c. _____.	d. _____.
High-Context Cultures	Low-Context Cultures
There are lot of unspoken rules.	e. _____.
f. _____.	They are usually younger cultures.

2. Match the words with the example situations.

hostile adjust disoriented casual

- a. When Salai arrived in Japan, he did not understand anything and did not know how to do everyday things. He was always confused.
- b. When he went out to dinner, he wore his jeans and T-shirt. Other people wore formal business clothes.
- c. He didn't like Japan at first. He thought the people were unfriendly and there were too many unspoken rules.
- d. After a few months, he liked it more. He had some Japanese friends, learned some language, and really loved the food.

3. History

Subject and Topic:

- ☒ Southeast Asian History, Trade and Trade Routes

Learning Objectives:

By the end of this lesson, you will be able to:

- ☒ Describe the locations, role and purpose of Southeast Asian trade routes.
- ☒ Use *that* in sentences to add more information.
- ☒ Recognise and use Tier 3 vocabulary *trade route*, *natural resources*, *spice*, *colonial* and *tax*.

Materials:

- ☒ ASEAN (2nd ed.) (Mote Oo Education, 2023) English Student's Book, p. 10-11.
- ☒ Worksheet 1, Worksheets 2A and 2B, Worksheet 3 (p. 30-31).

Notes:


- ☒ This lesson plan is designed for a face-to-face class where all students have access to the internet and the PowerPoint slideshow.


Instructions


- Students look at Worksheet 1 (p. 30), and discuss what the picture show.
- They use the internet or dictionaries to check their answers. They write the correct answers in English.
- Write these questions on the board
 - Who are we going to read and talk about today? How do you know?
 - What are we going to read and talk about today? How do you know?
 - When (in history) are we going to read and talk about? How do you know?
 - How does this topic relate to previous lessons?


In groups, they discuss the questions and write their answers on flipchart paper.
- They present their answers to the class, using full sentences. Each group member must speak.
- They read the text in ASEAN p. 10-11 and look at the pictures in Worksheet 1 again. Which paragraph(s) in the text does each relate to? Why?
- Students work in pairs. Partner A asks the questions from Worksheet 2A and writes down their partner's answers. Partner B asks the questions from Worksheet 2B and writes down their partner's answers.
- They check the answers with the text.
- They complete Worksheet 3, using *that* to add more information. Compare your answers with a partner and think of more correct ways to complete each sentence.
- As a class, discuss the questions.
 - What did you find most interesting about this lesson?
 - Did any of the information surprise you?


Worksheet 1: Trade and Trade Routes


a. 


b. 


c. 


d. 

e. 

f. 

g. 

h. 

i. 

Worksheet 2A: Trade and Trade Routes

Ask your partner these questions and write down their answers.

1. What are two examples of natural resources?
2. What is a trade route?
3. What is a spice and what are spices used for?
4. Why did Europeans want spices?
5. Who took control of the Strait of Malacca in 1511?
6. Why do you think that a lot of spices don't grow in Europe?

Worksheet 2B: Trade and Trade Routes

Ask your partner these questions and write down their answers.

1. Why did rulers fight to control access to natural resources?
2. Why were trade routes important to kings and other rulers?
3. Why did Europeans start to travel to other places?
4. Why was the Strait of Malacca important?
5. Who controlled access to the Strait of Malacca in the 1400s?
6. When did European countries first come to Asia?
7. Do people still fight for access to natural resources? Which ones? Where?

Worksheet 3: Trade and Trade Routes

1. Complete the sentences. Use *that* to add more information.
 - a. Turmeric is a spice that we (can use for)
 - b. Gold is a metal that is (very)
 - c. Silk is a material that we (can use for)
 - d. A spice is part of a plant that we (can use to)
 - e. A spice market is a place that (sell)
 - f. A European is a person that (come from)
 - g. An Asian is a person that (come from)
2. When you have finished, work with a partner.
Read your answers to them and listen to theirs.
3. With your partner, think of more correct ways to complete each sentence.

4. Research Skills

Subject and Topic:

- Research Skills, Qualitative Research

Learning Objectives:

By the end of this lesson, you will be able to:

- Outline the characteristics and principles of qualitative research.
- Provide examples of characteristics of qualitative research.
- Explore word families of Tier 3 vocabulary: *subjective, confirm, credible, reliable, generalisable, objective, valid*.

Materials:

- Research Skills (Mote Oo Education, 2017), English Student's Book, p. 34-36, or; Myanmar Student's Book p. 48-50.
- Handouts (p. 33).
- Worksheet (p. 34-35).

Notes:

- This lesson plan is designed for a face-to-face class where all students have access to the internet and generative AI (such as Chat GPT).

Instructions

- As a class or in groups, students make a mind-map about qualitative research.
- Write these headings on the board: *Non-numerical data, In-depth data, subjectivity, confirmability, credibility*.
- Give five students one handout each. Note: texts created by Chat GPT, by pasting text from Research Skills and asking the AI to explain the topic in pre-intermediate English.
- Each student reads out their text two or more times. The class listens, and identifies which heading it refers to.
- Students complete Worksheet 1.
- Students complete Worksheet 2, coming up with positive and negative examples of each characteristic.
- In pairs with a person from a different group, students read their examples/not examples to each other. Their partner guesses which characteristic it is.
- Have a word families group brainstorm competition. In groups, students list word families for each of these words: *subjective, confirm, credible, reliable, generalise, objective, valid*. Give them 3-5 minutes. The group with the longest word family list wins.
- Check the word families lists with an AI app.
- Choose a word from each word family, and elicit sentences from the class.
- If you like, assign some words from each word family for homework – students write sentences with each assigned word.

12. Do an opinion line activity. One by one, read the statements. Students stand in a line, with one end being “strongly agree” and other end “strongly disagree”. The centre is for people who are neutral, and behind the line is for, “don’t know”.

- Qualitative research is more difficult than quantitative research.
- Making research confirmable can be a security challenge.
- Subjective research is less useful than objective research.
- Research that is not credible is a waste of time.

Handouts: Research Skills

Qualitative research looks closely at detailed information to answer a question. This often means the researcher has a few long talks instead of many short ones. Qualitative research also pays attention to the setting, such as people, histories and relationships that are important to the situation.

This means showing the feelings, views, and opinions of the people in the research, instead of using numbers or statistics.

This means making sure the data, analysis, and conclusions are accurate, by checking with the people involved in the research. Participants can explain what they mean, look for mistakes and add extra information if needed.

Information that isn’t shown with numbers. Instead, it’s shown with words, categories or descriptions. For example, names, colours, or types of food. If you ask people their favourite colour and they say “blue,” “green,” or “red,” these answers are non-numerical. This data helps us understand qualities or characteristics rather than amounts or measurements.

This is research that can be checked or repeated by others. Researchers need to give a clear and detailed description of the tools and setting they used to collect data. This helps other researchers check the results or use the findings in their own research.

Worksheet 1: Research Skills

1. Fill in the blanks with the words below.

non-numerical in-depth subjective confirmable credible

- a. _____ research gathers detailed information like interviews, photos, and videos, rather than numbers.
- b. Research that focuses on long conversations and includes context like history and relationships is considered to be _____.
- c. A study is considered _____ if it provides participants with the opportunity to check for accuracy in the findings.
- d. To ensure research is _____, methods and data collection must be well documented so that others can review or repeat the study.
- e. If research reflects personal opinions or feelings from interviews rather than statistics, it is called _____ research.

2. Choose the correct example.

- a. Numerical Data
 - i. A man says clean water is too expensive for him to afford.
 - ii. 86.7% of households in the city have access to clean water.
- b. Generalisability
 - i. The researcher only visits houses in downtown Yangon.
 - ii. The researcher visits a wide variety of households in urban Yangon.
- c. Objectivity
 - i. The research measures both positive and negative outcomes of a project.
 - ii. The research only measures the positive outcomes of a project.
- d. Reliability
 - i. Researchers interview some participants in the dry season and others in the rainy season.
 - ii. Researchers ask the same structured questions to all participants over the same period.
- e. Validity
 - i. The researcher asks about all physical activities, including walking, sports, and gym visits, to measure exercise.
 - ii. The researcher only asks how often participants visit the gym.

Worksheet 2: Research Skills

Complete the table.

	Example	Non-Example
Non-numerical		
In depth		
Subjective		
Confirmable		
Credible		

Appendix 2:

A Selection of Scaffolds

In this section we have included only scaffolds (activities) that focus on both language (form) and subject content (meaning). The examples we are using for these scaffolds are texts on waste and pollution from [Social Science and the Humanities](#) (Mote Oo Education, 2019).

Social Science and the Humanities

preview

Think about the things you buy and use each day. What things do you throw away?

3.4.2 Waste and Pollution

Humans make and use many things that produce waste and pollution. For example, waste plastic from packaging or **fumes** in the air from factories that burn fossil fuels. Waste and pollution affect land, water, animals, and humans through:

- smoke and fumes in the atmosphere from factories and transport;
- the effects of fertilisers and pesticides (poisons for killing weeds or insects) that run off agricultural land into rivers and lakes;
- poisonous chemicals used in industries such as mining, manufacturing and construction;
- plastic used by humans for things such as bags, bottles, packaging, etc. (Plastic things are often designed to be **disposable** and take a long time to break down. There is now a lot of plastic in land, rivers and oceans.)



■ An anti-littering poster and diagram, by students of Wide Horizons School in Mawlamyine.



Social Science and the Humanities

Reducing Waste – 'The Five Rs'

We buy, use and throw away many items every day. They may be made from plastic, wood, metal, animal and plant products or chemicals. One of the first steps in finding ways to reduce waste is to identify the things that we use that create waste.

There are ways that people can reduce the amount of waste that they produce and that they put into the environment.

We can choose to:

- not take something if we don't need it;
- use less of something;
- reuse something again rather than throw it away;
- take or give things back to where we got them;
- make something new with the things that we do not need.

A way to remember ways to reduce waste are the *five Rs*:

FIVE RS TO REDUCE WASTE



1. REFUSE

You can choose to not use something if it creates a lot of waste. For example, you can avoid buying things with a lot of packaging, and refuse plastic bags, straws, spoons, plastic cups, etc.



2. REDUCE

Use fewer products that create waste. Use materials that do not create waste or are natural and break down. For example, banana leaves or bamboo instead of plastic.



3. REUSE

Reuse glass and plastic bottles, tin cans or plastic bags. Take old plastic bags with you next time you go shopping or to the market.



4. RETURN

If possible, return bottles, cans or bags to shops or to the places that you got them from, if those places can use them again.



5. RECYCLE

If people or organisations can recycle things to be used again or made into something useful, give your unwanted bottles, cans, bags, paper, etc., to them.

1. Introduction Activities

These are activities you can use to start a CBI lesson. They have two main purposes:

- to get students to anticipate and think about the content and language.
- to activate their prior knowledge about the content and language.

1A Brainstorm

Brainstorming involves getting students' ideas about the topic. This might be:

- a list of items (e.g. buildings in your neighbourhood).
- opinions and ideas (e.g. What are the good and bad things about social media?).
- experiences (e.g., What do you usually eat for breakfast?).

Purpose: Activate students' prior knowledge and ideas about the topic.

Practicalities: A discussion using the board.

Preparation: NA

1. Give the class a prompt (e.g. a question, a category of items to list).
2. Students call out items or ideas. Note these on the board.

You can also do this as a competition. In groups, students choose a group writer. Give a time limit. Groups generate as many ideas/list items as possible. Groups read out their list, and the group with the most list items is the winner.

Types of waste in our school

- * plastic bags
- * cans
- * food scraps
- * leaves
- * paper
- * food wrappers
- * bottles

1B Predict

In this activity, students use prompts to predict the content of a lesson, text, video etc. These prompts can be:

- pictures about the topic.
- key vocabulary.
- the title of the text, video or audio.

1. Show the class the prompt(s).
2. Students make predictions about the content.






Purpose: Students anticipate the lesson.

Practicalities: Students work individually, in pairs or groups or as a class.

Preparation: Find or draw pictures, if predicting with pictures.

Five: Recycle. Recycle your bottles.

Two: Reduce. Reduce the amount of takeaway food, to reduce waste.

1.  _____
2.  _____
3.  _____
4.  _____
5.  _____

1C What Do You Know?

1. Students copy and complete the table, filling in information they already know, their opinions, and things they are interested in about the topic.
2. If you like, have students compare their tables in pairs or groups.
3. At the end of the lesson, students review their tables.

Purpose: Students assess what they know, think they know and want to know about the topic.

Practicalities: Students work individually; Leave time to review the table at the end of the lesson.

Preparation: Draw a blank table on the board or on worksheets.

I Know	I Think	I Want to Know
<ul style="list-style-type: none"> * There is too much waste. * Waste is bad for the environment. 	<ul style="list-style-type: none"> * We should not take plastic if we don't need it. 	<ul style="list-style-type: none"> * How can we get businesses to produce less waste?

1D Swap Questions

This is a mingle activity, where students walk around the room discussing the topic.

Write questions on pieces of paper about the topic you are going to study. You need one question per student, but you can use the same questions more than once, especially in large classes.

Questions can be factual, or about students' experience or opinions.

Purpose: Students activate prior knowledge and ideas about the topic.

Practicalities: Students need to move around the classroom.

Preparation: Write questions related to the topic on small pieces of paper.

What is plastic made from?

What can we use old cans for?

What type of waste is the biggest problem?

1. Give a question to each student. Students walk around the room and find a partner.
2. In pairs, students ask and answer each other's questions.
3. They then exchange questions and go and find another partner.
4. They continue asking, swapping, and finding new partners.

2. Presentation Activities

These are activities that present content and language. In a CBI lesson, this might be content and language that students have already encountered in a subject lesson but need more exposure to. These activities are structured around a text. This is often a written text, but can also be a video, audio text or lecture.

2A Order the Text

1. Give each student, pair or group the cut-up texts, in mixed order.
2. Students put the text in order.

■ smoke and fumes in the atmosphere from factories and transport;
■ the effects of fertilisers and pesticides (poisons for killing weeds or insects) that run off agricultural land into rivers and lakes;

fumes in the air from factories that burn fossil fuels. Waste and pollution affect land, water, animals, and humans through:

Humans make and use many things that produce waste and pollution. For example, waste plastic from packaging or

Purpose: Students read for gist.

Practicalities: Students work individually, or in pairs or groups.

Preparation: Cut up copies of a text into phrases, sentences or paragraphs; You need one set per student, pair or group.

2B Match the Text

In this activity, students match sections or paragraphs of a text to summaries or pictures. This activity works well with long texts.

1. Students read the summaries or look at the pictures.
2. They identify which paragraph/section of text matches the summary or picture.

Purpose: Students read for gist.

Practicalities: Students work individually or in pairs or groups.

Preparation: Prepare summaries or pictures of paragraphs; Add them to worksheets or put them on the board.

You can also do this with a video or audio text. You can stop it after every section, and repeat, if necessary.

Agricultural chemicals kill weeds and insects. These can poison the water.

Waste and pollution affect land, water, animals, and humans through the effects of fertilisers and pesticides (for killing weeds or insects) that run off agricultural land into rivers and lakes.

2C Teach Each Other

1. Give a section of text to each student. They read their text and think about how to explain it.
2. Take the texts back from the students.
3. Put students in groups. Each group should have a member who read a different part of the text, so that all groups have a complete text.
4. In turns, group members explain their part of the text in their own words.

Purpose: Students rephrase and synthesise information.

Practicalities: Students work individually, then in groups.

Preparation: Split a longer text into numbered sections; Copy enough sections for each student.

You can choose to not use something if it creates a lot of waste. For example, you can avoid buying things with a lot of packaging, and refuse plastic bags, straws, spoons, plastic cups, etc.

Use fewer products that create waste. Use materials that do not create waste or are natural and break down. For example, banana leaves or bamboo instead of plastic

Reuse glass and plastic bottles, tin cans or plastic bags. Take old plastic bags with you next time you go shopping or to the market.

2D Correct the Information

This activity works well if the correct and incorrect texts are in different formats, e.g. a correct written text and an incorrect text that you read out, or a correct video and an incorrect written text.

1. Students read/listen to or watch the incorrect information.
2. They compare it to the correct information and identify the mistakes.
3. They correct the mistakes.

Purpose: Students identify incorrect information in a text.

Practicalities: Students work individually or in pairs or groups.

Preparation: Prepare a version of the text with incorrect language or content; Students need to have read/watched/listened to the original text, or have a copy of it.

We buy, use and throw away many items every day. They may be made from plastic, wood, metal, animal and plant products or chemicals. One of the first steps in finding ways to reduce waste is to identify the things that we use that create waste.

We buy, keep and throw away many items every day. They may be changed into plastic, wood, metal, animal and plant products or chemicals. One of the first steps in finding ways to increase waste is to sell the things that we use that create waste.

2E Running Dictation

1. The writer from each team sits at one end of the class with pen and paper.
2. Team members stand at the other end of the room, with a copy of the text.
3. The first team member memorises the first part of the text, runs to the writer, says the text they remember and runs back.
4. The writer writes the text they hear.
5. The next team member memorises the next part of the text, runs, speaks and the writer writes.
6. In turns, team members continue memorising, running and speaking the text to the writer, until all the text is written.
7. Show the original text to the teams.
8. The team to finish first with the fewest mistakes is the winner.

Purpose: Students recall a text.

Practicalities: Students work in teams with one writer. The writer and other team members go to opposite sides of the room.

Preparation: Prepare one copy of the text for each team.

Reuse glass and plastic bottles, tin cans or plastic bags.

Reuse glass and plastic bottles, tin cans or plastic bags.

3. Vocabulary Focused Activities

These are activities that focus on the important (Tier 3) vocabulary that students need to understand the content. This section is ordered from controlled to free practice.

3A Unscramble the Words

This simple activity is useful when students need further exposure to vocabulary they have already encountered.

1. Students read the mixed-order vocabulary items.
2. They identify and correctly spell them.

Purpose: Students recognise and spell key vocabulary.

Practicalities: Students work individually or in pairs or groups.

Preparation: Write key vocabulary items in mixed order on the board or on worksheets.

You can make this activity more controlled by providing examples, pictures or definitions.

l i b d s p e s a p o	(things we throw away)
o i o s s o p n u	(will harm us if we eat or touch them)
k g g a a n c i p	(wrapping and containers)

3B Fill the Blanks

This can be a controlled activity if the target words are provided to choose from, or a free activity if students need to identify them without support.

1. Students read the sentences.
2. They identify the missing words and write them in the blanks.

Purpose: Students use key vocabulary in context.

Practicalities: Students work individually or in pairs or groups.

Preparation: Write sentences with missing key vocabulary on the board or in worksheets.

1. The farmer used _____ on the crops to make them grow faster.
2. _____ kill insects that eat crops.
3. The _____ from the factory made people cough and caused breathing problems for the workers.

3C Word Families

These activities increase students vocabulary by focusing on word families. You can make them closed (e.g. complete the table) or open (think of as many members of a word family as you can).

Purpose: Students expand their vocabulary with word families.

Practicalities: Students work individually or in pairs or groups.

Preparation: NA

1. Give students a key word.
2. Students identify and name members of that word's family.

As follow-up you could have them write example sentences with members of the word family.

Nouns	Verbs	Adjectives	Adverbs	Other
* waste	* waste	* wasteful	* wastefully	
* waster	* wasted	* wasted		
* wastage	* wasting			
* wastefulness				

3D Use It in a Sentence

1. Give students a key word.
2. Students write a correct sentence using the word.

To make this more challenging, have students use two or more key words in the same sentence.

Purpose: Students use new vocabulary items in context.

Practicalities: Students work individually or in pairs or groups.

Preparation: NA

break down disposable packaging

Food waste breaks down quickly in soil.

Banana leaf packaging breaks down quickly.

The disposable plastic packaging in shampoo sachets takes thousands of years to break down.

4. Input Focused Activities (Reading and/or Listening)

These are activities with a main focus on input – reading and listening. However, many will also involve speaking and writing practice as well. This section is ordered from controlled to free practice.

4A Jigsaw

1. Give each student a copy of Text A or Text B. Students work in pairs with a Text A and Text B together. They do not show each other their text.

Purpose: Students listen, identify and write missing information.

Practicalities: Students work in pairs.

Preparation: Split a text into two parts, each with different information blanked out.

2. In turns, students either:

- Read out the information in their text. Their partner writes the missing information. (easier).
- Ask and answer questions to identify the missing information (more difficult).

Text A

Refuse

You can choose to not use something if it _____. For example, you can avoid buying things with a lot of packaging, and refuse _____. spoons, plastic cups, etc.

What things can we refuse?

Text B

Refuse

You can choose to not use something if it creates a lot of waste. For example, you can avoid buying things with a lot of _____, and refuse plastic bags, straws, _____, etc.

Plastic bags and straws.

4B True or False?

1. Students decide whether statements are true or false.
2. If false, they write a true statement.

Purpose: Students determine whether information is correct.

Practicalities: Students work from the board or worksheets.

Preparation: Prepare true and false statements.

4C Match the Main Ideas

Students match the key points with the summaries, explanations or examples.

Purpose: Students read or listen for main points.

Practicalities: Students work individually or in pairs or groups. Students work from the board or worksheets.

Preparation: Prepare a reading or listening text with summaries, examples or explanations of key ideas.

Reuse Reduce Recycle Return Refuse

1. Use Less. Use fewer things that make waste. Choose materials that are natural and break down easily, like banana leaves or bamboo instead of plastic.

2. Make Something New. If people or companies can recycle things to make something new, give them your old bottles, cans, bags, and paper.

3. Use Again. Use glass and plastic bottles, tin cans, and plastic bags more than once. Bring old plastic bags when you go shopping instead of taking new ones.

4. Say No. Try not to use things that make a lot of waste. For example, do not buy products with too much packaging, and say no to plastic bags, straws, spoons, and cups.

5. Give Back. If possible, return bottles, cans, or bags to stores or places where you got them, so they can be used again.

This text was created with the help of AI, by typing in 'Rewrite this text in B1 English' and editing.

4D Classifying

This involves categorising things from the topic into lists. This might be:

- types of thing (e.g. mammals, reptiles, birds, amphibians, insects).
- advantages and disadvantages (e.g. of building a dam on a nearby river).
- points that support or don't support an idea (e.g. what did the politicians in this video say for and against a federal system?).

Purpose: Students classify information.

Practicalities: Students work individually or in pairs or groups from the board or worksheets.

Preparation: Prepare categories, and information to go in the categories.

Students take information from it and put it in categories. The information can be:

- From the text.
- Related to the ideas in the text.

- a. Using metal straws rather than plastic straws
- b. Taking bottles back to the drink shop after using them
- c. Making shopping bags from old T-shirts
- d. Repairing your shoes rather than buying new ones
- e. Using your own container rather than taking polystyrene containers from food shops
- f. Using plastic bags again and again
- g. Building a fence from old tyres
- h. Giving used cans to people who collect and sell used metals
- i. Using both sides of the paper when you print things

Reuse	Reduce	Recycle	Return	Refuse

4E What, When, Where, Who, Why, How?

1. Students draw a table and summarise key events, places, times, people, reasons and methods from the information.
2. Students compare their tables.

Purpose: Students identify key points.

Practicalities: Students work individually, or in pairs or groups.

Preparation: NA

To make this activity more controlled, you could provide the information and have students categorise it.

What?	When?	Where?	Who?	Why?	How?
* problems and solutions to waste pollution	* now	* Factories * agricultural land * waterways	* humans * animals	* to kill pests and increase crops * convenience	* In factories and transport, mining, manufacturing and construction

4F Texts around the Room

1. Choose or develop three to six texts on the topic, or split a long text into three to six parts. Number them and stick these on the walls around the classroom.
2. Write two to four comprehension questions for each text. Mix the order of these and write them on worksheets or on the board.
3. In groups, students read the texts and answer the questions.

Purpose: Students read for details.

Practicalities: Students work in groups; They move around the class reading texts on the walls.

Preparation: Prepare 3-6 texts and a few questions about each text. Put the texts on the walls around the classroom.

Lek Tho Compost Scheme

Lek Tho village has a large community garden. People in the village collect their food waste to make compost for the garden. Volunteers from the community garden go around people's homes picking up buckets of food waste and taking them back to the garden.

Women's Hygiene Initiative

Female factory workers from a cotton garment business are making sanitary pads from the waste cotton fabric. They arrange with the factory owners to take home the unused cotton fabric, and sew it into reusable sanitary pads. They sell these for extra income, and give them to girls from the nearby high schools.

Say No to Plastic

Youth Against Waste are working to discourage plastic and polystyrene food containers. They chalk slogans on walls and pavements 'SAY NO TO PLASTIC' and run a social media campaign. They also go around talking to food vendors, encouraging them to use banana leaves or give discounts to customers who bring their own containers.

1. Which projects practice recycling?
2. Which project encourages refusing?
3. Which project advocates for reducing?
4. What waste product does the Women's Hygiene Initiative use?
5. What waste product does the Lek Tho Compost Scheme use?
6. What waste product is Say No to Plastic trying to discourage?

5. Output Focused Activities (Writing and/or Speaking)

These are activities with a main focus on output – *writing* and *speaking*. However, many will include reading and listening practice as well. This section is ordered from controlled to free practice.

5A Recreate a Text

1. Give students a text or read it aloud.
2. Individually, students rewrite as much of it as they can remember.
3. In groups, they combine their information.
4. Read the text aloud again. Groups add the missing information.
5. Read or show students the text.

Purpose: Students collaborate to recall key points of a text.

Practicalities: Students work in groups.

Preparation: NA

The United Nations warned plastic in oceans could outnumber fish by 2030. Not to use? The disposable plastic packaging in shampoo sachets takes thousands of years to break down.

Plastic pollution could outnumber fish.

2050 not 2030.

5B Translate

There are many variations of this. Students could:

- translate from L1 into their target language.
- interpret written text verbally.
- translate oral text in writing.
- compare or check each others' translations in pairs or groups.

Purpose: Students translate a text into their L1.

Practicalities: Students work individually or in pairs or groups.

Preparation: NA

5C Information Transfer

This involves a variety of tasks where students take information from a text and put it in a different format, e.g.:

- a picture.
- a table.
- a map.
- a graph.
- a timeline.
- a dialogue, poem or song.
- a video.

Purpose: Students present the same information in different ways.

Practicalities: Students work individually, or in pairs or groups.

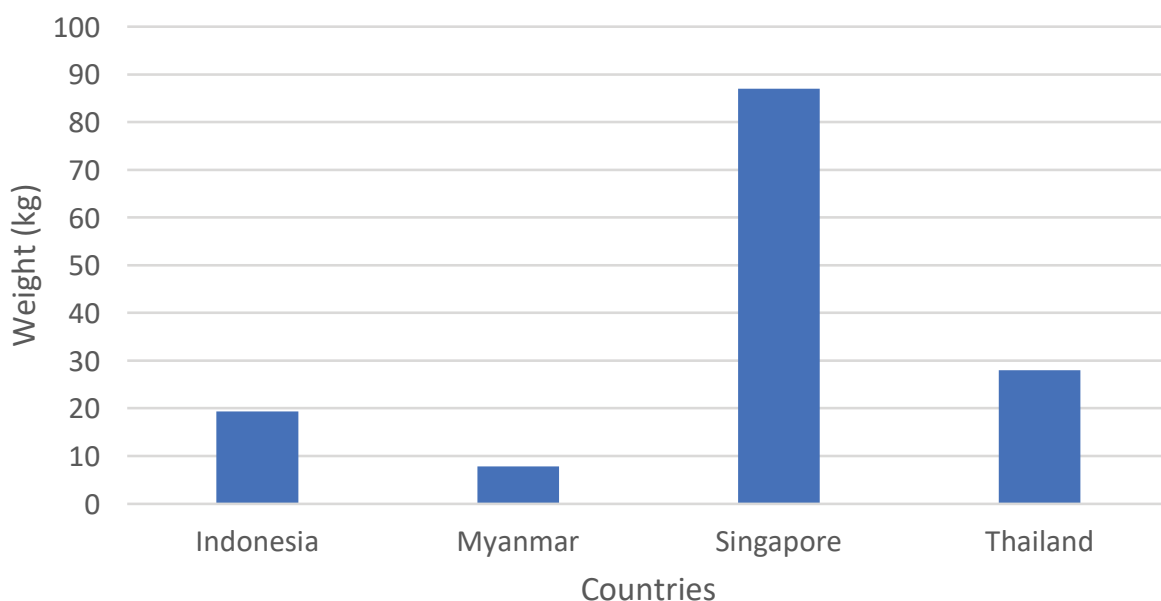
Preparation: It will vary.

These figures represent how much plastic waste is generated by each individual in these countries each year:

Myanmar produces 7.8 kg of plastic waste per person per year. Myanmar is still developing its waste management systems, and plastic consumption is increasing with urbanization. Thailand produces 28 kg of plastic waste per person. Thailand has a significant plastic waste problem, particularly from single-use plastics like bags, bottles, and packaging. Indonesia produces 19.3 kg of plastic waste per person

Indonesia is a major contributor to global plastic pollution, with plastic waste heavily impacting its waterways and oceans. Singapore generates 87 kg of plastic waste per person. Singapore is known for its advanced waste management infrastructure but still faces challenges with plastic waste due to high consumption rates.

Plastic Waste Per Person Per Year (kg)



5D Modify the AI Response

1. Students think of a question about the topic and type it into generative AI (such as Chat GPT).
2. They modify the answer so it is their own wording.

Purpose: Students collaborate to recall key points of a text.

Practicalities: Students work in groups; Students use generative AI on phones or laptops.

Preparation: NA

You may need to pre-teach some AI prompts, like:

- 'in simple English'
- 'in pre-intermediate English'

What is the biggest type of plastic waste in Southeast Asia?

GPT-4o mini



The biggest type of plastic waste in Southeast Asia is single-use plastics, particularly plastic bags, straws, and food packaging. These items are commonly used in daily life and contribute significantly to the region's plastic pollution problem.

In addition to single-use plastics, other significant contributors include:

1. Plastic Bottles: Beverage containers, especially for water and soft drinks, are prevalent and often discarded improperly.
2. Food Packaging: This includes plastic wrappers, containers, and utensils used in the food service industry.
3. Microplastics: These are tiny plastic particles that result from the breakdown of larger plastic items and are increasingly found in water bodies and marine environments.

The rapid urbanization and economic growth in Southeast Asia have led to increased consumption of these plastics, exacerbating the waste management challenges in the region. Efforts are being made to address this issue through bans on certain single-use plastics and initiatives to promote recycling and waste reduction.

Single use plastics like packaging are the most plastic waste in Southeast Asia. These include plastic bags and bottles, food packaging and Styrofoam from food.

5E Paraphrase

There are many variations of this.
The teacher could, for example:

- Remove the text so that students need to rephrase from memory.
- Read out the text, or play an audio or video text.

Purpose: Students use their own words to explain a text.

Practicalities: Students work individually or in pairs or groups.

Preparation: NA

The United Nations warned plastic pollution in oceans could outweigh fish by 2050. Environmentalists estimate more than eight million tons of plastic ends up in the oceans each year. The plastic kills around one million sea birds, some 100,000 sea mammals and millions of fish.

In 2050, there might be more plastic than fish in the sea. Eight million tons of plastic a year goes into the ocean. This kills millions of birds, mammals and fish.

5F Sentence Starters

This is a useful activity to practice structures that are used in the texts and topics.

1. Write sentence beginnings on the board or a worksheet.
2. Students complete them.

Purpose: Students are supported to write about the topic.

Practicalities: Students work individually or in pairs or groups.

Preparation: Prepare sentence starters – a few words that begin a sentence.

1. If we reduce plastic packaging, *there will be less plastic waste to throw away.*
2. If we recycle
3. If we re-use

5G Quick Speaking

1. Give a student a speech prompt. They have three minutes to think of things to say about it.
2. They speak for one minute on the topic.
3. While that student is speaking, give another student a prompt to prepare from.

- In larger classes, have students make their speeches to groups.
- For higher-level students, have them speak for 2-3 minutes.

Purpose: Students speak fluently about the topic.

Practicalities: students work individually then in groups or as a class.

Preparation: Write speech prompts relates to the topic.

We can use paper again in the class for writing notes. We can make them into small notebooks. We can...

Ways to recycle paper in the school.

Additional Resources for Educators

Scaffolds/Activities

The following resources have a variety of activities for use in lessons:

Activities for Social Science Teaching, a resource book of social science activities, is available in English and Burmese from:

<https://moteoo.org/en/teacher-education>

Activities for the Language Classroom, a book of activities designed for use in language (English, Thai, Burmese, etc.) classes is available in English and Burmese from:

<https://moteoo.org/en/teacher-education>

Activities for the Science Classroom, a books of simple, easy-to-setup experiments and other activities is available in English from:

<https://psecmyanmar.com/en/teaching-resources>

Lesson Planning and Classroom Management

As with all teaching, good lesson planning and classroom management is important when delivering CBI lessons. The following resources can help you plan and deliver lessons confidently:

The New Teacher 2: Planning, a short training course looking at the basics of lesson and course planning, is available in English and Burmese from:

<https://moteoo.org/en/teacher-education>

The New Teacher 3: Teaching, a short training course looking at strategies and techniques for teaching lessons, is available in English and Burmese from:

<https://moteoo.org/en/teacher-education>

Online Teaching

Increasingly, teaching and learning now happens online as well as in traditional classrooms. The following resource has an overview of best practices, tips and tricks for transitioning to online teaching:

How to Teach Online is available in English and Burmese from:

<https://moteoo.org/en/teacher-education>

Selecting Teaching Materials

New schools, or schools that are updating their curriculum, need to make decisions about what to teach and where to find resources. The following short guide was written to help teachers and administrators identify and adapt suitable materials.

What Should We Teach in Our Post-Secondary School? is available in English from:
<https://moteoo.org/en/teacher-education>

