

The Effectiveness of Concept-Based Teaching and Learning (CBTL) of the International Baccalaureate: Increasing Intrinsic Motivation for Additional Language Learners

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Abstract

The purpose of this study is to investigate the effectiveness of a Concept-Based Teaching and Learning (CBTL) approach of the pedagogy of the International Baccalaureate (IB) to additional language learners in terms of enhancing intrinsic motivation. To measure the effectiveness of the CBTL, the Intrinsic Motivation Inventory (IMI) (Choi, 2008) was used. Participants used in the study were 1st graders of Japanese private senior high school who experienced the CBTL (experimental group, n=84), and the 3rd graders of Japanese private senior high school who did not experience the CBTL (control group, n=74). The results indicated that the experimental group increased their intrinsic motivation more than the control group.

Keywords

Concept-based Teaching and Learning (CBTL), intrinsic motivation, International Baccalaureate, and additional language learning

Introduction

In many Asian countries such as Japan, China and India, a variety of secondary schools have recently attempted to be authorised as an IB world school (International Baccalaureate, 2016) or reform their school curriculum to foster young people who can contribute to making the world better using English as a tool. At present, although some studies have shown that the CBTL of the pedagogy of the IB was effective in fostering students' critical thinking and intercultural awareness (Ericson, 2007), the effectiveness of the approach from the viewpoint of increasing a learner's intrinsic motivation in additional language courses has yet to be revealed. This study used the Intrinsic Motivation Inventory; IMI (Choi, 2008) to gain

insight into learner motivation.

1 Practice

Throughout the English courses (10 weeks), the experimental group (n=84) were given concept based instructions: a variety of authentic English texts such as blogs and video clips, and they were encouraged to inquire about the content across multiple disciplines. In addition, they gave persuasive presentations where the topics could be decided by each presenter. The control group (n=74) were given the focus on forms (FonFs) instruction: learning grammar and vocabulary in order to understand the rules of the grammar and how to use them.

2 Methods

The IMI consists of 21 items measuring interest / enjoyment, perceived choice, and value / usefulness (see Appendix A). Items were on a 7-point Likert-type scale with responses ranging from "not at all true" to "somewhat true" to "very true".

2.1 Participants

The participants in the study were 164 students: 1st graders who experienced the CBTL (experimental group, n=84) and the 3rd graders who did not experience the CBTL (control group, n=74). The IMI was conducted for five minutes at the end of the lesson.

3 Results

Table 1 and 2 show the result of each score based on 21 items from the subscales of interest / enjoyment, perceived choice, and value / usefulness. The result indicates that all scores of the experimental group are higher than those of the control group.

Table 1: A group of the CBTL Approach (experimental group, n=84)

	<i>M</i>	<i>SD</i>	α
Interest /enjoyment	4.35	1.54	0.87
Perceived Choice	4.50	1.61	0.85
Value / Usefulness	5.13	1.53	0.98

Table 2: A group of the Non-CBTL Approach (control group, n=74)

	<i>M</i>	<i>SD</i>	α
Interest /enjoyment	3.56	1.67	0.86
Perceived Choice	3.00	1.64	0.85
Value / Usefulness	4.42	1.75	0.92

Table 3 shows the comparison of the two groups. The result indicates that the score of the perceived choice differs greatly between the experimental group and the control group. From the result, one can claim that the CBTL approach gives learners opportunities regarding the choice of learning, and it contributes to an increase in the learners' intrinsic motivation.

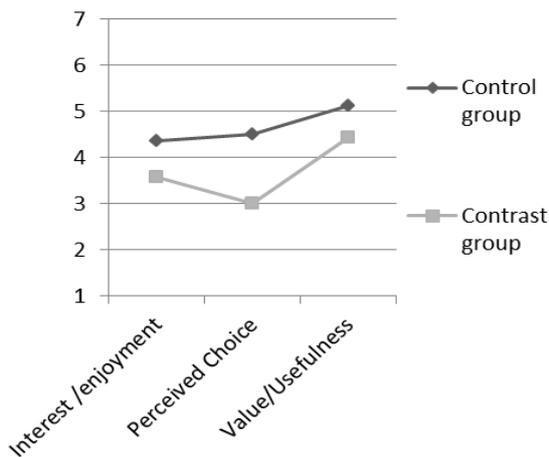


Figure 1: Comparison of the control group and the contrast group

4 Discussion

The results of this study will be useful suggestions for additional language instructors for the schools which would like to conduct English lessons based on the pedagogy of the IB.

In the future, the effectiveness of the CBTL of the IB should be analysed not only short-term, but also long-term. In addition, the effects should be analysed from a view of second language learning acquisition.

References

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Appendix A. Subscales and Items of IMI

<u>Interest/enjoyment</u>	
I enjoyed doing the activities very much.	
The activities do not hold my attention at all. (R)	
I thought the activities were quite enjoyable.	
I was thinking about how much I enjoyed it.	
I think these are boring activities. (R)	
The activities were fun to do.	
I would describe the activities as very interesting.	
<u>Perceived Choice</u>	
I felt like it was not my own choice to do these tasks. (R)	
I feel like I had to do these.	
I really did not have a choice to do these activities. (R)	
I did the activities because I had to. (R)	
I believe I had some choice about doing the activities.	
I did the activities because I had no choice. (R)	
I did the activities because I wanted to.	
<u>Value/usefulness</u>	
I think these are important activities.	
I think this is important to do.	
I believe the activities could be of some value to me.	
I would be willing to do these again.	
I think that doing these activities are useful.	
I think doing these activities could help me.	
I believe doing this activity could be beneficial to me.	

Note: R, reverse scored.