

CBI-based Moral Education in English Language Teaching

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Abstract: Education is an activity of a moral and value-based nature. This paper uses moral education as the content of CBI teaching in high school English, and develops students' good moral character based on CBI language teaching. In this study, a total of 96 participants, 50 boys and 46 girls, from two classes in the senior class of Yan'an were selected for the study. Questionnaires were given to the participants to investigate how effective the current implementation of moral education based on the CBI teaching concept is in high school English teaching and how to conduct moral education in high school English based on the CBI teaching concept. After collecting the questionnaires and analyse the data, it was concluded that the current moral education based on the CBI in high school English teaching has the problems of less frequent use, teachers' awareness of moral education and shortage of moral factors in textbooks. This paper finally explores how the CBI-based English moral education can achieve the three-dimensional goals of students' mastery of subject content, language skills and moral character through teacher role building, curriculum content restructuring and enriching teaching activities.

Keywords: Content-based instruction; Moral education

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1. Introduction

This study examines how to teach English moral education in high school based on the CBI teaching concept. In language teaching, the main purpose of communication in the target language is to convey the speaker's point of view through language, which includes the speaker's own moral values, culture and ideology, and therefore language teaching itself has elements of moral values education. Most research has focused on teaching CBI with subject-specific content, but very little research has been conducted on teaching CBI with moral education.

Many scholars see CBI (Content-based Instruction) as a philosophy of teaching and learning that integrates content and language (e.g., Leaver & Stryker, 1989; Snow, 2001). The CBI concept originated in the Immersion Programme run by St. Lambert (Lambert & Tueker) in Montessori in the 1960s. The Immersion Programme was expanded to include a variety of educational programmes in different areas. For example, Yale University in the USA has been running two CBI courses every summer since 1982. In China, the Dalian University of Foreign Languages, where Chang Junyue is a scholar, has been reforming its English curriculum since 2006. However, a quick review of the global literature reveals that most CBI teaching and learning research focuses on curriculum development, academic writing, and business subjects, with little attention paid to moral education as a major component of CBI teaching and learning.

Moral refer to the 'conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable, which influences the selection from available modes, means, and ends of action' (Kluckhohn, 1951). moral education denotes the various explicit or implicit activities in which students learn or develop morality in school (Johnstone, & Munn, 1995). Explicit moral education in schools is the official curriculum that teaches good character and is accompanied by specific teaching practices. Implicit character education is hidden in everyday teaching activities and practices. CBI-based moral values education is an implicit education in which teachers use moral education content as a basis for language teaching activities, i.e. they use moral content in language courses, thus creating a positive moral atmosphere for learners, enabling them to develop good personal qualities and characteristics.

In conclusion, a review of the literature suggests that there has not been much research on moral education as a vehicle for CBI teaching, so in order to fill these gaps, this study aims to explore how to teach English moral education in high school based on the CBI teaching concept, and to this end, we propose the following research questions:

- 1.How effective is the current implementation of moral education based on the CBI teaching concept in high school English teaching?
- 2.How to teach English moral education in high school based on the CBI teaching concept?

2. Method

2.1 Participants

The 96 participants in this study came from two random classes in the senior class of Yan'an, 50 boys and 46 girls, all of whom had been studying English for 6 years prior to participating in this study and had essentially the same English scores in their secondary school exams.

2.2 Instrument

The research instrument used was a questionnaire. The first part of the questionnaire was taken from the master's thesis of Li Qian from Shandong Normal University and the second part of the questionnaire was taken from the master's thesis of Tan Kexin from Liaoning Normal University. The questionnaire is a 5-point Likert scale ,with a total of 23 questions.

2.3 Procedure

In order to obtain answers to the research questions, the following research steps were taken in this thesis. Firstly, two classes of 96 students, were randomly selected from the senior classes of Yan'an as the subjects of the study. Secondly, a questionnaire was administered through the Wenjuanxing .Finally, after the data were collected, SPSS 24.0 was used to analyse the data.

3. Results

It can be seen that in the CBI-based high school English moral education classroom, teachers use the discourse as the teaching carrier and explore the moral education elements in the discourse, which is in line with the concept of CBI teaching to use the text as the teaching content. However, 63% of students believe that curriculum ideology and politics are not related to English subjects, which can show that curriculum ideology and politics and English subjects are not integrated into teaching, and the current CBI-based high school English moral education has not been widely developed and adopted.

Students have greatly improved their self-knowledge, outlook on life and values. It can be found that the students concentrated the high-probability choices in A "very agreed" and B "agreed". However, in the 18th item "Does English Teachers Combine Curriculum Ideology and Politics and Book Knowledge Well", 60% of the students did not think that the two had a perfect fit in the English classroom, there was a phenomenon of teachers applying rigid patterns and missing moral education elements in English textbooks, and students were not immersed in moral education ideas in subtlety.

4. Discussion

CBI-based moral education integrates the CBI teaching philosophy with moral education through the development of moral roles by teachers, language curriculum content with morals, and enrichment activities to achieve students' development. (See Figure 1 for more information)

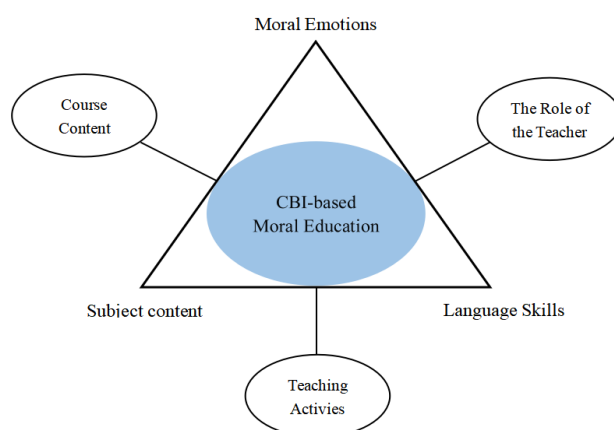


Figure 1. CBI-based Moral Education

4.1 The role of the teacher

Among the many elements of education, language teachers are responsible for maintaining good character in terms of values in moral education activities (Kubanyiova et al.,2016). The role of the teacher focuses on modeling morals in education and teaching professionalism to achieve the goal of enhancing students' values in everyday Teaching.

Most of how teachers teach morals focus on dialogue with students, setting school rules, creating a positive classroom atmosphere, dealing with student conflicts, combating bullying in schools, etc. Much of teachers' knowledge of morals come from their own life experiences and social norms, and the content is taught from teachers' personal experience rather than professional ability. The lack of professional knowledge of moral education among teachers suggests we should focus on training teachers to teach professionally alongside their personal character development.

4.2 Course content

In CBI-based moral education, teachers can add new moral education materials to achieve learners' ground development.

There is a limited amount of material in the curriculum. Still, moral education is contemporary, so teachers need to expand on the original content of the course in terms of objective setting and content selection. The CBI teaching concept should be used to integrate content and language Teaching organically. With the emphasis on developing learners' intercultural communication skills and the concept of a community of human destiny in English language teaching, the sources of material should not only be limited to the mainstream values of the country but should also include cultures and morals from different regions of the world.

4.3 Teaching activities

In the teaching classroom, teachers can adopt different teaching activities to scaffold students' achievement of good character traits. Teachers can achieve the teaching objective of improving students' morale through student participation in class affairs.

There is a need for teachers to create a classroom environment where students can express their ideas freely. Students should be encouraged to present topical issues such as war, patriotism, humanitarianism, cultural integration, environmental protection, etc. Teachers and students participate in the development of classroom rules and behavioral norms, creating a positive atmosphere of community support. For example, calling on students to suggest improvements to classroom construction issues, discussing the class code of ethics for the new term, encouraging good dynamic classroom social relationships between students and students,etc.

Conclusion

Integrating moral content and language knowledge based on the CBI concept is a new approach to moral education in the language classroom, allowing students to improve their moral content, language skills, and moral integrity simultaneously. At the same time, this paper has the disadvantage of having a small number of research methods and shallow content, which is expected to be improved in future studies.

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