

Specialized TESOL Methodology: Current Topics Integrated Content and Language Instruction

February/March 2026
Kanda University of International Studies
Graduate School, Tokyo Campus

- Online Sessions
- Session 1: February 13/14 (Fri/Sa)
5:00 pm-8:00 pm (US time, Fri.)
10:00 am-1:00 pm (JP time, Sat.)
 - Session 2: February 20/21 (Fri/Sa)
5:00 pm-8:00 pm (US time, Fri.)
10:00 am-1:00 pm (JP time, Sat.)
 - Session 3: February 27/28 (Fri/Sa)
5:00 pm-8:00 pm (US time, Fri.)
10:00 am-1:00 pm (JP time, Sat.)
 - Session 4: March 6/7 (Fri/Sa)
5:00 pm-8:00 pm (US time, Fri.)
10:00 am-1:00 pm (JP time, Sat.)

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Donna M. Brinton is an author and educational consultant in the field of TESOL/Applied Linguistics. She worked for 27 years at the University of California, Los Angeles as a Lecturer in Applied Linguistics and as Academic Coordinator of UCLA's ESL Service Courses. Upon her retirement from UCLA, she served as a Senior Lecturer at the University of Southern California from 2009-2012 and as a Professor of TESOL at Soka University of America from 2007-2009. She has also been a guest faculty at several international universities, including Chulalongkorn University in Thailand, along with Kanda, Waseda, Toyo, and Soka Universities in Japan. Donna is the co-author of several English language textbooks and the co-author/co-editor of numerous professional texts including: *New Ways in Content-Based Instruction* (TESOL, 1997); *New Ways in ESP* (TESOL, 1998); *Content-Based Second Language Instruction* (Heinle & Heinle, 1989; University of Michigan Press, 2003); *Heritage Language Education* (Routledge, 2007); *Teaching Pronunciation* (Cambridge University Press, 1996, 2010); *The Linguistic Structure of Modern English* (John Benjamins, 2010), *Teaching English as a Second or Foreign*



Language (National Geographic, 2014, 2026), *The Content-Based Classroom* (Longman, 1997; University of Michigan Press, 2017); and *Content-Based Instruction: What Every ESL Teacher Needs to Know* (University of Michigan Press, 2019). For twelve years she served as co-editor of *The CATESOL Journal*. Donna has conducted international teacher training in Afghanistan, Algeria, Argentina, Armenia, Bahrain, Bolivia, Brazil, Cambodia, Canada, Chile, China, Colombia, Curaçao, Dominican Republic, Greece, Guatemala, India, Iraq, Israel, Japan, Kazakhstan, Korea, Kyrgyzstan, Laos, Lebanon, Libya, Madagascar, Mali, Mauritius, Mexico, Morocco, Mozambique, Myanmar, Nepal, Panama, Paraguay, The Philippines, Qatar, Senegal, Singapore, South Africa, Syria, Taiwan, Thailand, Tunisia, Türkiye, Turkmenistan, the U.A.E., Uzbekistan, and Vietnam. In addition to being a frequent presenter at national/international conferences, she recently completed two long-term U.S. Embassy-funded projects in Tunisia and Algeria as a member of a Teachers College, Columbia University team seeking to enhance the role of English in global higher education contexts. As well, she and her colleague Marguerite Ann Snow spent the last several years compiling the 5th edition of *Teaching English as a Second or Foreign Language* (National Geographic Learning), available as of January 2026. This is her fifth time teaching a special issues course in the Kanda University graduate TESOL program.

Course Objectives

This 1-credit workshop course aims to familiarize teachers with integrated content and language instruction, or Content-Based Instruction (CBI), as an approach. It will explore the methodologies used in conjunction with CBI, and the ways in which CBI practice has developed over the last three decades. It covers variations in the implementation of this curricular model such as theme-based instruction, content and language integrated instruction (CLIL), and English-medium instruction (EMI) and opens up discussion as to which CBI models are most applicable to various educational sectors. Attention will focus on how CBI approaches and techniques can be realized in practice, in a range of contexts or educational settings, and for a variety of different learner populations. A further important goal of the course is to provide participants with a rational basis for designing, developing, and implementing content-based programs in Japanese EFL settings. Finally, the course provides opportunities for participants to critically evaluate the application of CBI to their instructional setting.

The course encourages active participation. Participants will acquire fundamental knowledge on content and language integrated teaching through the course lectures and assigned readings. Additionally, through in-class discussions and activities as well as through the required course assignments, they will deepen their knowledge, exercise their reflective ability, and sharpen their critical thinking skills. Participants will gain theoretical knowledge along with a practice-based understanding of the application of content-based instruction to their own circumstances. The knowledge base acquired through this course will enable students to build on and further their competencies in language learning and teaching in their professional roles and capacities.

The primary course objectives are:

1. to familiarize course participants with content-based instruction (CBI) as an approach and the methodologies used in conjunction with it
2. to instill awareness of variations in the implementation of this curricular model

3. to allow discussion of which models of CBI are most applicable to the various educational sectors and to settings around the world—both English as a second language (ESL) and English as a foreign language (EFL)
4. to provide participants with a rational basis for designing, developing, implementing, and evaluating content-based instructional programs in English as a second or foreign language
5. to enable participants to design a CBI lesson (including the rationale and step-by-step procedures for this lesson)

This course addresses the following problems of practice:

1. lack of familiarity with the CBI paradigm, the various models that comprise it, its history, and its scope
2. difficulty identifying and differentiating language and content objectives
3. inability to effectively link theoretical knowledge about CBI to classroom practice
4. difficulty implementing the simultaneous learning of language and content
5. insufficient thought given to theory and pedagogy when planning and executing CBI lessons

Required Text

- Snow, M. A., & Brinton, D. M. (2017). *The content-based classroom: New perspectives on integrating language and content* (2nd ed.). Ann Arbor: University of Michigan Press. [CBC]

Supplementary Readings

- Course readings [CR] (available on Google Classroom)

Tentative Class Schedule

Session	Topic/Lecture	Assignment(s)
Session 1 Feb. 13/14	<p><u>Topic</u>: Course Introduction <u>Lecture</u>: Introductions and Overview of Course Content and Assignments</p> <p><u>Topic</u>: Introduction to CBI <u>Lecture</u>: Sketching the Landscape of Integrated Content and Language Teaching</p>	<p>CBC: Chapter 1 (Brinton & Snow)</p> <p>*CR: Snow (2026)</p>
Session 2 Feb. 20/21	<p><u>Topic</u>: Theoretical Foundations <u>Lecture</u>: A Brief History of the World According to CBI</p> <p><u>Topic</u>: Focus on Language <u>Lecture</u>: Does the Emperor Have No Clothes?</p>	<p>CBC: Chapter 2 (Fitzsimmons-Doolan, Grabe, & Stoller)</p> <p>CBC: Chapter 6 (Baecher, Ediger, & Farnsworth)</p> <p>CBC: Chapter 8 (Lyster)</p>

Session 3 Feb. 27/28	<u>Topic:</u> Theme-based instruction <u>Lecture:</u> Theme-Based Instruction: What is a Friend? <u>Topic:</u> The CBI syllabus <u>Lecture:</u> Achieving Coherence in Content-Based Instruction: Applying the 6 Ts to Course Design	CBC: Chapter 10 (McCloskey) *CR: Chapter 3 (Brinton, Snow & Wesche) CBC: Chapter 4 (Stoller & Grabe) CBC: Chapter 9 (Nunan)
Session 4 March 6/7	<u>Topic:</u> CLIL <u>Lecture:</u> CBI and CLIL: Same but Different <u>Topic:</u> EMI <u>Lecture:</u> The Role of Content Faculty in Language Development	CBC: Chapter 11 (Dalton-Puffer) CBC: Chapter 16 (Kling) *CR: Brinton (2018)
March 11		Reading reflections due
March 23		Written lesson plan due

*Supplementary Readings

Statement on Academic Integrity

General principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All course participants are expected to understand and abide by these principles.

Google Classroom

We will be using Google Classroom as our virtual course space. Please use the following code to access it: sl5rpkqd. Note that use of this platform for this course is not optional. I will be posting documents there that you will be required to access. Additionally, you will need to use the platform to post your reading reactions, your final project, and to upload other materials related to your course assignments. I strongly encourage you to spend time exploring the resources that are posted.

As currently configured, the site has the following folders:

1. CBI Course Reading Packet: In this folder are all the optional course readings that are *not* from the course text.
2. Course Documents: In this folder you will find the course syllabus and Adobe pdf versions of the course PowerPoint slides.
3. Lesson Plan Resources: In the folder you will find a lesson plan template along with several sample lesson plans.
4. Activities from American English: This folder contains downloaded open source resources from the U.S. Department of State's Office of English Language Programs. These can serve as inspiration for the activities you are designing for your lesson plan.
5. CBI Video Links: These links contain video footage pertaining to CBI. They are not required viewing but for your interest only.

6. CBI Links of Interest: The various links in this section take you to portals with relevant information about CBI and its variants.
7. Miscellaneous Useful Tools and Resources: Here you'll find a wealth of additional ELT resources along with ideas for creating tasks and activities that can enrich your lesson plans.

Course Assignments

1. Reading Reflections (25%)

The reading reflection assignment provides course participants with an opportunity to process and reflect on issues relevant to the assigned readings. Participants should respond thoughtfully to three of the posted reflection questions with respect to their experiences as a language learner/teacher. Each reflection can range in length, but should not be more than two pages, single spaced. Responses will be judged on the depth and quality of the work. They should demonstrate that participants have internalized the ideas and processed them through their own experience base. Please avoid simply summarizing the readings. Reflections should be posted to the Google Classroom course site no later than 5pm Wednesday, March 11.

2. Lesson Plan (60% total)

This final project involves the formal write-up of a content-based lesson plan. The plan should demonstrate a thorough understanding of the underlying principles of a content-based approach to teaching English as a second/foreign language and should conform to the following lesson plan template (see Google Classroom resource folder for further details).

- Title
- Level
- Aims
- Class time
- Preparation time
- Resources
- Abstract
- Step-by-step procedures
- Caveats and options
- References (optional)
- Acknowledgments (optional)
- Appendices
- Contributor statement

Target length: 2-3 pages plus instructional materials. This project is due by 5pm Monday, March 23. The final lesson plan should be uploaded to the Google Classroom course site.

3. Class Attendance and Participation (15%)

Given the intensive nature of this course, participants are expected to attend all class sessions, complete the readings and assignments before coming to class, and be fully prepared to participate actively in the class discussions and activities.

Evaluation

Pass/Fail Course assignments will be graded according to the rubric below.

EVALUATION RUBRIC			
Excellent	Good	Satisfactory	Unsatisfactory
<ul style="list-style-type: none">▪ All parts of assignment or presentation are done completely, showing evidence of depth of thought, preparation, creativity, organization and clarity.	<ul style="list-style-type: none">▪ All parts of assignment or presentation are done completely; however, depth of thought, preparation, creativity, organization and/or clarity could be improved.	<ul style="list-style-type: none">▪ Assignment is not complete, and/or shows considerable lack of depth, clarity, preparation, creativity, or organization.	<ul style="list-style-type: none">▪ Assignment is missing, or shows complete lack of depth, clarity, preparation, creativity, or organization.
<ul style="list-style-type: none">▪ Presentation or assignment shows knowledge of pertinent literature or information, and integrates this and course content in an original manner.	<ul style="list-style-type: none">▪ Individual parts of the assignment or presentation lack a clear or systematic connection to literature, pertinent information or course content; originality is somewhat lacking.	<ul style="list-style-type: none">▪ Does not integrate literature, pertinent information, or course content in a comprehensive way; lacks originality.	<ul style="list-style-type: none">▪ Lacks any reference to pertinent literature, information, or course content; no evidence of originality.