

Specialized TESOL Methodology: Current Topics Content-Based Instruction

July 7-14, 2018

Kanda University of International Studies
Graduate School, Tokyo Campus

Meeting times	Saturday, July 7, 4-8pm Sunday, July 8, 1-5pm Saturday, July 14, 4-8pm
Instructor	Donna M. Brinton, Lecturer (retired) Department of Applied Linguistics & TESL University of California, Los Angeles
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Donna M. Brinton is a private educational consultant. In the past, she has served as Senior Lecturer in the Rossier School of Education at the University of Southern California (USC), where she designed and taught online classes in USC's MAT-TESOL program. Prior to that, she served as Professor of TESOL at Soka University of America and as Lecturer in Applied Linguistics and Associate Director of the Center for World Languages at the University of California, Los Angeles (UCLA). She has taught a wide spectrum of Applied Linguistics and English as a second language classes. Donna is the co-author and co-editor of numerous professional texts including *New Ways in Content-Based Instruction* (TESOL Publications 1997), *New Ways in ESP* (TESOL Publications 1998), *Content-Based Second Language Instruction* (University of Michigan Press 2003), *Heritage Language Acquisition:*



A New Field Emerging (Routledge, Taylor, & Francis 2007), *Teaching Pronunciation* (Cambridge University Press 2010), *The Linguistic Structure of Modern English* (John Benjamins 2010), *Teaching English as a Second/Foreign Language* (Cengage/National Geographic 2014), and most recently, *The Content-Based Classroom* (University of Michigan Press 2017). She has also co-authored several commercial English language textbooks and numerous journal and book articles. Donna has done short-term international teacher training in Asia, Central Asia, Africa, the Middle East, and The Americas. Her fields of interest include novice teacher development, materials/curriculum development, program evaluation, general TESOL methodology, teaching pronunciation, content and language integrated instruction, English for Specific Purposes, and the use of instructional technology in language teaching. She most recently guest edited a special issue of *The CATESOL Journal* (Spring 2018) on research-based pronunciation teaching (with John Levis and Ana Wu).

Course Objectives

This 1-credit workshop course aims to familiarize teachers with Content-Based Instruction (CBI) as an approach, the methodologies used in conjunction with it, and 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 of 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, MI: University of Michigan Press. [CBC]

Additional Readings

- Course readings [CR] (available on Edmodo)

Tentative Class Schedule

Date/Time	Topic/Lecture	Assignment(s)
Saturday July 7 4:00-6:00pm	<u>Topic</u> : Introduction to CBI <u>Lecture</u> : Learning Language Through Content	CBC: Chapter 1 (Brinton & Snow) *CR: Snow (2014)
Saturday July 7 6:00-8:00pm	<u>Topic</u> : Theoretical foundations <u>Lecture</u> : A Brief History of the World According to CBI	CBC: Chapter 2 (Fitzsimmons-Doolan, Grabe, & Stoller)
Sunday July 8 1:00-3:00pm	<u>Topic</u> : Theme-based instruction <u>Lecture</u> : Theme-Based Instruction: What is a Friend?	CBC: Chapter 10 (McCloskey) *CR: Chapter 3 (Brinton, Snow & Wesche)
Sunday July 8 3:00-5:00pm	<u>Topic</u> : The CBI syllabus <u>Lecture</u> : Achieving Coherence in Content-Based Instruction: Applying the 6 Ts to Course Design	CBC: Chapter 4 (Stoller & Grabe) CBC: Chapter 9 (Nunan)
Friday July 13		Reading reflections due
Saturday July 14 4:00-6:00pm	<u>Topic</u> : Focus on Language <u>Lecture</u> : Does the Emperor Have No Clothes?	CBC: Chapter 6 (Baecher, Ediger, & Farnsworth) CBC: Chapter 8 (Lyster)
Saturday July 14 6:00-8:00pm	<u>Topic</u> : CLIL and EMI <u>Lecture</u> : CBLT: Issues and Options	CBC: Chapter 11 (Dalton-Puffer) CBC: Chapter 16 (Kling)
Friday July 20		Written lesson plan due

*Additional (non-required) 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.

Introduction to Edmodo

Edmodo is a social media platform with educational applications; it is similar in functionality to learning management systems (LMSs) such as Moodle or Blackboard. In format, it closely resembles Facebook. Distinct advantages of Edmodo are that it is free and requires little training for either the course developer or the end user.

We will be using Edmodo as our virtual course space. Please note that use of Edmodo for this course is not optional. I will be posting documents to the platform that you will be required to access. Additionally, you will need to use the platform to post your reading reactions and to upload other materials related to your course assignments.

To join our Edmodo site, you need to do the following:

1. Go to www.edmodo.com and click “I’m a Student.”
2. Fill out the registration form with the Group Code (to be announced), a unique username, and a password of your choice.
3. Be sure to write down your username and password so you do not forget them.
4. Select the “Sign up” button to complete the sign up process.

As currently configured, the Edmodo library has five main folders:

1. Course Documents: In this folder you will find the course syllabus along with other miscellaneous course documents.
 2. Reading Packet: In this folder are all the optional course readings that are *not* from the course text.
 3. Group Lesson Plan Resources: In the folder you will find a lesson plan template along with several sample lesson plans.
 4. Links of Interest for Content and Language Integrated Instruction: These links provide excellent ideas on how to implement CBI and CLIL.
 5. CBI Short Course Handouts: Adobe pdf versions of the course PowerPoint slides
- You are encouraged to spend time exploring the Edmodo site.

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 Edmodo course site no later than 5pm Friday July 13.

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 Edmodo 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 Friday, July 20. The final lesson plan should be uploaded to the Edmodo 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 participate actively in the class discussions and activities.

Evaluation

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.