



Table of Contents

Acknowledgments	v
Series Editor's Preface	vii
CHAPTER 1: Content-Based Instruction in Higher Education Settings: Evolving Models for Diverse Contexts	1
<i>JoAnn (Jodi) Crandall and Dorit Kaufman</i>	
PART 1: CASE STUDIES OF EFL CONTEXTS	
CHAPTER 2: Adjunct Courses in the Great Books: The Key That Unlocked Locke for Japanese EFL Undergraduates and Opened the Door to Academia for EFL	13
<i>Patrick Rosenkjar</i>	
CHAPTER 3: Merging Expertise: Developing Partnerships Between Language and Content Specialists	29
<i>Timothy Stewart, Michael Sagliano, and Julie Sagliano</i>	
CHAPTER 4: Content-Based English for Academic Purposes in a Thai University	45
<i>Catherine Owens</i>	
CHAPTER 5: English for Students of Mathematics and Computer Science: A Content-Based Instruction Course	63
<i>Sara Kol</i>	
CHAPTER 6: Developing Genre Awareness in Nonnative-English-Speaking Writers of Experimental Research Articles: A Collaborative Approach	79
<i>Iliana A. Martínez</i>	
CHAPTER 7: Content-Based English for Specific Purposes Course Design: The Case of English for Architecture	93
<i>Dafne Gonzalez and Rubena St. Louis</i>	

PART 2: CASE STUDIES OF ESL CONTEXTS

CHAPTER 8: Promoting the Acquisition of Knowledge in a Content-Based Course <i>Fredricka L. Stoller</i>	109
CHAPTER 9: Appropriating the Adjunct Model: English for Academic Purposes at the University Level <i>Donna M. Brinton and Linda Jensen</i>	125
CHAPTER 10: To Motivate and Educate, Collaborate and Integrate: The Adjunct Model in a Bridge Program <i>Martha A. Iancu</i>	139
CHAPTER 11: A Collaborative Approach to Sheltering Complex Content for Native and Nonnative English Speakers in a University Setting <i>Mark A. Schneider and Joan E. Friedenber</i>	155
CHAPTER 12: Teaching and Learning Academic Literacy Through Project LEAP <i>Marguerite Ann Snow and Lia D. Kamhi-Stein</i>	169
References	183
Index	195



Acknowledgments

We are greatly indebted to several people whose generosity of time, effort, and wisdom have greatly enhanced this volume: Jill Burton, Carol Haddaway, Deborah Kennedy, and Marilyn Kupetz. We dedicate this volume to our TESOL colleagues and students worldwide whose enthusiasm and dedication have contributed to furthering the profession.

Jodi Crandall and Dorit Kaufman



Series Editor's Preface

The Case Studies in TESOL Practice series offers innovative and effective examples of practice from the point of view of the practitioner. The series brings together from around the world communities of practitioners who have reflected and written on particular aspects of their teaching. Each volume in the series will cover one specialized teaching focus.

◆ CASE STUDIES

Why a TESOL series focusing on case studies of teaching practice?

Much has been written about case studies and where they fit in a mainstream research tradition (e.g., Nunan, 1992; Stake, 1995; Yin, 1994). Perhaps more importantly, case studies also constitute a public recognition of the value of teachers' reflection on their practice and constitute a new form of teacher research—or teacher valuing. Case studies support teachers in valuing the uniqueness of their classes, learning from them, and showing how their experience and knowledge can be made accessible to other practitioners in simple but disciplined ways. They are particularly suited to practitioners who want to understand and solve teaching problems in their own contexts.

These case studies are written by practitioners who are able to portray real experience by providing detailed descriptions of teaching practice. These qualities invest the cases with teacher credibility, and make them convincing and professionally interesting. The cases also represent multiple views and offer immediate solutions, thus providing perspective on the issues and examples of useful approaches. Informative by nature, they can provide an initial database for further, sustained research. Accessible to wider audiences than many traditional research reports, however, case studies have democratic appeal.

◆ HOW THIS SERIES CAN BE USED

The case studies lend themselves to pre- and in-service teacher education. Because the context of each case is described in detail, it is easy for readers to compare the cases with and evaluate them against their own circumstances. To respond to the wide range of language environments in which TESOL functions, cases have been selected from EFL, ESL, and bilingual education settings around the world.

The 12 or so case studies in each volume are easy to follow. Teacher writers describe their teaching context and analyze its distinctive features: the particular demands of their context, the issues they have encountered, how they have effectively addressed the issues, what they have learned. Each case study also offers readers practical suggestions—developed from teaching experience—to adapt and apply to their own teaching.

Already in published or in preparation are volumes on

- academic writing programs
- action research
- assessment practices
- bilingual education
- community partnerships
- content-based language instruction
- distance learning
- English for specific purposes
- gender and TESOL
- grammar teaching in teacher education
- interaction and language learning
- international teaching assistants
- journal writing
- literature in language teaching and learning
- teacher education
- technology in the classroom
- teaching English as a foreign language in primary schools
- teaching English from a global perspective
- teaching English to the world
- teaching literature
- technology in the classroom

THIS VOLUME

Content-based instruction (CBI) challenges ESOL teachers to teach language through specialist content in institutional settings. This volume addresses CBI negotiation between ESOL teachers and subject specialists in higher education, and documents and evaluates the resulting courses, which aim to support the expectations of the subject discipline and meet the language needs of EFL and ESL learners. In so doing, volume authors also address many more general ESOL curriculum process concerns.

Jill Burton
University of South Australia, Adelaide