Table of Contents

Acknowledgments v
Series Editor's Preface vii

CHAPTER 1: Standards- and Content-Based Instruction: Transforming Language Education in Primary and Secondary Schools 1
   Dorit Kaufman and JoAnn (Jodi) Crandall

PART 1: PARTNERSHIPS AND CONSTRUCTIVIST NOTIONS IN CONTENT-BASED INSTRUCTION

CHAPTER 2: Keeping Content at the Heart of Content-Based Instruction: Access and Support for Transitional English Learners 11
   George C. Bunch, Rachel A. Lotan, Guadalupe Valdés, and Elizabeth G. Cohen

CHAPTER 3: Pickles, Proverbs, and Play: Finding Out About Ourselves and Others 27
   Valerie S. Jakar

CHAPTER 4: Collaborating on the Curriculum: Focus on Secondary ESOL 41
   Donna Hurst and Chris Davison

CHAPTER 5: Coteaching in a Sheltered Model: Maximizing Content and Language Acquisition for Beginning-Level English Language Learners 67
   Carolyn Bernache, Kathleen Galinat, and Sandra Jimenez

CHAPTER 6: Working Together to Raise Content-Based Instruction Into the Zone of Proximal Development 81
   Tatiana Gordon
PART 2: REFLECTION AND INQUIRY IN CONTENT-BASED INSTRUCTION PROFESSIONAL DEVELOPMENT

CHAPTER 7: Supporting Sheltered Instruction in a Bilingual Program Through a Professional Development School Partnership

Nancy Dubetz, Hilduara Abreu, Reina Alegria, Mercedes Casado, and Asunción Diaz 95

CHAPTER 8: Teaching a Less Commonly Taught Language in a Social Science Classroom

Erin Fairlight Olsen and R. Kirk Belnap 111

CHAPTER 9: Giving Them a Voice: Content-Based Instruction in an EFL Setting

Gabriel Díaz-Maggioli and Alicia Burbaquis-Vinson 119

CHAPTER 10: Frilled Up Science: Developing Practices Within Collaboration

Sophie Arkoudis 133

PART 3: STANDARDS- AND CONTENT-BASED CURRICULUM, ASSESSMENT, AND PROFESSIONAL DEVELOPMENT

CHAPTER 11: On the Road to “MECCA”: Assessing Content-Based Instruction Within a Standards Framework

Margo Gottlieb and Timothy Boals 145

CHAPTER 12: Mapping the ESOL Curriculum: Collaborating for Student Success

Ester de Jong and Genoveffa Grieci 163

CHAPTER 13: Choosing Depth Over Breadth in a Content-Based ESOL Program

Martha Bigelow, Susan Ranney, and Ann Mickelson Hebble 179

CHAPTER 14: New Conceptual Tools for Content-Area Teachers: A Programmatic Approach to Content-Based Instruction

Annela Teemant 195

References 211

Index 223
We wish to acknowledge several colleagues whose commitment and generous contribution of time, effort, experience, and wisdom have greatly enhanced this volume: Jill Burton, Colleen Grisham, Marilyn Kupetz, and Marcella Weiner.

We dedicate this volume to our TESOL colleagues and students whose inspiration, enthusiasm, and dedication contributed to advancing the profession and to Arie Kaufman and Joe Keyerleber for their unwavering love and support.
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 covers 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 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 learning and learning
- mainstreaming
- teacher education
- teaching English as a foreign language in primary schools
- teaching English from a global perspective
- teaching literature
- technology in the classroom

THIS VOLUME

For teachers, this volume offers a range of creative ways to link learning English with the subjects students study at school. Content-based instruction, a widely respected approach in TESOL, is here extended successfully to implementing ESOL standards-based teaching, subject team and school partnerships, and professional development.

Jill Burton
University of South Australia, Adelaide