### Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Series Editors’ Preface</strong></td>
<td>vii</td>
</tr>
<tr>
<td></td>
<td><strong>Chapter 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Multifaceted Classroom</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><em>Bradley Baurain and Phan Le Ha</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Standing Before a Sea of Faces</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Chapter 2</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Responding to the Challenge of Large Mixed-Ability Classes in China</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Alan Seaman</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Chapter 3</strong></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Large Classes and Group Projects: A Curriculum Unit on Tourism in the Philippines</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Doris H. Christopher and Roland A. Niez</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Chapter 4</strong></td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Speaking in Crowds: Oral Activities for Large Classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>With Few Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Susan Donnelly Renaud, Elizabeth Tannenbaum, and Michael Jerald</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Chapter 5</strong></td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Every Student Wins: Using “Team English” With Large Multilevel Classes in Thailand</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Marguerite G. MacDonald and Ian L. Smith</em></td>
<td></td>
</tr>
</tbody>
</table>
Multilevel and Diverse Classrooms

Spurring Creativity and Imagination

Chapter 6
Go to Commercial: Using Television Commercials in Multilevel EFL Classrooms ........................................ 69
Frank Tuzi, Ann Junko Young, and Keiko Mori

Chapter 7
Photography as a Cultural Text for Language Learning .................. 81
Walter Gene Pleisch and Joel See

Chapter 8
iDeas for iPods in the Multilevel Language Classroom .................. 93
Troy Cox, Robb Mark McCollum, and Benjamin L. McMurry

Chapter 9
Teaching Smart, Using Art: Creativity at Work in Mixed-Ability Classes .................................................. 101
Linda M. Holden

Chapter 10
Online Comics: Writing, Reading, and Telling Stories in English ....... 111
Bill Zimmerman

Expanding the Boundaries

Chapter 11
Culturally Responsive Teaching in a Colorful Classroom ............. 123
Roby Marlina

Chapter 12
Unity and Diversity in a Theology Class: Learning English for Academic Reading and Writing ............................ 131
Iris Devadason

Chapter 13
Teaching With Students: Effective Instruction in Culturally and Linguistically Diverse Classrooms .............................. 137
Karla Garjaka

Chapter 14
Minds Working Together: Scaffolding Academic Writing in a Mixed-Ability EFL Class ....................................... 149
Le Van Canh and Nguyen Thi Thuy Minh
Contents

Chapter 15
Self-Access Language Learning: Accommodating Diversity................. 161
Garold Murray

Chapter 16
Building a Community of Mixed-Ability Learners:
Connect, Network, Empower ......................................... 173
Jo Bertrand

References ................................................................. 181

Index ................................................................. 193
The TESOL Classroom Practice Series showcases state-of-the-art curricula, materials, tasks, and activities reflecting emerging trends in language education and in the roles of teachers, learners, and the English language itself. The series seeks to build localized theories of language learning and teaching based on students’ and teachers’ unique experiences in and out of the classroom.

This series captures the dynamics of 21st-century English for speakers of other languages (ESOL) classrooms. It reflects major shifts in authority from teacher-centered practices to collaborative learner- and learning-centered environments. The series acknowledges the growing numbers of English speakers globally, celebrates locally relevant curricula and materials, and emphasizes the importance of multilingual and multicultural competencies—a primary goal in teaching English as an international language. Furthermore, the series takes into account contemporary technological developments that provide new opportunities for information exchange and social and transactional communications.

Each volume in the series focuses on a particular communicative skill, learning environment, or instructional goal. Chapters within each volume represent practices in English for general, academic, vocational, and specific purposes. Readers will find examples of carefully researched and tested practices designed for different student populations (from young learners to adults, from beginning to advanced) in diverse settings (from pre-K–12 to college and postgraduate, from local to global, from formal to informal). A variety of methodological choices are also represented, including individual and collaborative tasks and curricular as well as extracurricular projects. Most important, these volumes invite readers into the conversation that considers and so constructs ESOL classroom practices as complex entities. We are indebted to the authors, their colleagues, and their students for being a part of this conversation.

The benefits and advantages of classroom practices incorporating unity-in-diversity and diversity-in-unity are what Multilevel and Diverse Classrooms is all about. Multilevel classrooms—also known as mixed-ability or heterogeneous classrooms—are a fact of life in ESOL programs around the world. These
classrooms are often not only multilevel but also large, multilingual, and multi-cultural. This volume adds to the growing knowledge base in language education of classroom practices in a variety of settings. Chapters in the volume approach multilevelness from a holistic and humanistic perspective by considering diversity not only in language skills and proficiencies, but also in learning styles, purposes, and contexts. The volume presents practices of teachers who thrive in multilevel classrooms and draw strength from unity.

Maria Dantas-Whitney, Western Oregon University
Sarah Rilling, Kent State University
Lilia Savova, Indiana University of Pennsylvania