

Preface to the Second Edition | | | | | | | | | | | | | | | | | | | | | |

In 1997, we co-edited *The Content-Based Classroom: Perspectives on Integrating Language and Content*, which consisted of contributions by many of the first cadre of researchers and practitioners working in content-based instruction (CBI). As the book aged, we intended for many years to undertake a second edition, but other projects always seemed to take priority. When we finally developed a blueprint for this book, we realized that a simple update of the original text was no longer feasible—that new perspectives on CBI were needed. Our vision for the volume was to extend the focus to international settings where CBI has seen significant growth and to expand the reach to varieties of models not yet contemplated in our earlier work, such as content and language integrated learning (CLIL) and English-medium instruction (EMI). We also invited key authors from the 1997 edition to update their work. As such, Chapter 2 provides an update of research support for CBI by original authors Bill Grabe and Fredricka Stoller, along with their colleague Shannon Fitzsimmons-Doolan. In addition, Stoller and Grabe update their well-known Six Ts model in Chapter 4. The third original author to contribute was Lynn Goldstein, who provides an updated perspective on the possibilities and pressures of the adjunct model in Chapter 25.

With the exception of the two opening chapters, each chapter of *The Content-Based Classroom: New Perspectives on Integrating Language and Content* begins with a glimpse into the CBI classroom through a scenario that brings to life the particular focus of the chapter, helping readers to envision actual CBI settings. Following each scenario, the author(s) provide a definition of their topic and a brief literature review, discussing key issues and challenges related to the focus. Each chapter also features a detailed table in which the author(s) provide observations / activities and principles that underlie their CBI topic. In more than three decades of CBI activity, classroom implementation has generally been emphasized over research. Because we wanted to take advantage of the scholarly expertise of our authors, we asked them to suggest a research agenda for their particular topic, hoping that their ideas and suggestions will help to forge a CBI research agenda for the coming decades. Finally, readers can reflect in-depth on the topics by completing the discussion questions and tasks that appear at the end of each chapter. We would like to add a final note: While the scenarios presented mainly exemplify English as a Second Language (ESL) or English as a Foreign Language (EFL) applications, there are certainly implications for the teaching of modern and heritage languages using content- and language-integrated approaches, and we hope the content of the chapters will inspire those working in these areas of language education as well.

The volume is divided into six parts. In Part I, *Overview of Content-Based Instruction*, the authors, Donna Brinton and Ann Snow, trace the history of CBI, propose a classification of models and varieties, and discuss ongoing implementation challenges (Chapter 1). Shannon Fitzsimmons-Doolan, Bill Grabe, and Fredricka Stoller next provide research support for CBI from areas such as second language acquisition, cognitive and educational psychology, and CBI program outcomes (Chapter 2).

Part II of the volume focuses on *Program, Curriculum, and Lesson Design in Content-Based Instruction*. In Chapter 3, Tetsuo Harada details the comprehensive development of a new CBI program at the university level in Japan; Fredricka Stoller and Bill Grabe revisit the Six Ts approach to curriculum development (Chapter 4); Kate Mastruserio Reynolds takes on strategic planning of standards and objectives (Chapter 5); Laura Baecher, Anne Ediger, and Tim Farnsworth present supports for teacher planning in CBI (Chapter 6); and Pauline Gibbons illustrates scaffolding strategies for language and content instruction (Chapter 7). Also included in this section is Roy Lyster's argument for a greater focus on language in CBI and a description of a four-phase instructional sequence for language-focused instruction with examples from French immersion classrooms (Chapter 8) and David Nunan's integrated approach to content, tasks, and projects (Chapter 9).

Part III, *Innovative Applications of Content-Based Instruction*, contains examples of a variety of models in diverse CBI settings: Mary Lou McCloskey describes the curriculum of a summer camp held for middle school English teachers and students from European and Balkan countries that was organized around the themes of peace, tolerance, and conflict resolution (Chapter 10); in Chapter 11, Christiane Dalton-Puffer synthesizes the work on CLIL, illustrating application of the model with examples from Spain and Austria. The focus of Chapter 12 is Dudley Reynolds' work with a professional development program in Qatar in which teachers implemented translanguaging strategies in Arabic and English with their students as they learned science. Chapter 13, by Arlys van Wyk, details an adjunct program in South Africa for underprepared university students that focuses on critical academic language skills. Using both onsite and online approaches, Lisa Chou and Sherise Lee, in Chapter 14, highlight features of theme-based and adjunct models to teach art to university ESL students at the Academy of Art University in San Francisco, California. In Chapter 15, Anne Burns and Sue Ollerhead describe adult continuing education programs in the United States and Australia where content that is both meaningful to the lives of immigrants and to vocationally oriented students is integrated with language teaching aims. Joyce Kling, in Chapter 16, looks at applications of English-Medium Instruction (EMI) at the postgraduate level in Denmark that seek to meet the goals of internationalization of students/staff and the curriculum. In Chapter 17, Chris Stillwell focuses on the EMI setting as well, but with a view toward ways to support lecturers with professional development and learners with needed language skill instruction.

Part IV, *Content-Based Instruction and Related Approaches: Shared Connections*, seeks to elaborate on the connections between CBI and other related approaches that often overlap in terms of audiences and goals. In Chapter 18, Donna Brinton presents scenarios from New Zealand and Hong Kong to explore the relationship between English for Special Purposes

(ESP) and CBI. Jan Frodesen, in Chapter 19, provides examples of theme-based and adjunct courses implemented in English for Academic Purposes (EAP) college preparatory programs for matriculated multilingual and ESL students. In Chapter 20, Ann Snow, Jennifer McCormick, and Anna Osipova discuss difficult conceptualizations of academic language and examine its features and progressions across educational levels. The last chapter in Part IV presents Viviana Cortes' treatment of corpora and corpus tools and their applications to content-based teaching.

Part V, *Focus on Assessment and Research in Content-Based Instruction*, contains chapters by Maureen Snow Andrade and Brent Green, who delineate the principles and challenges of assessing language and content in CBI courses (Chapter 22), and Sandra Zappa-Hollman and Patsy Duff who provide a comprehensive treatment of research needs in CBI (Chapter 23).

Finally, Part VI deals with *Ongoing Challenges in Content-Based Instruction*. In Chapter 24, Faridah Pawan and Michelle Greene tackle the challenging issues of collaboration between language and content instructors and present cases of successful outcomes. In Chapter 25, Lynn Goldstein returns to the adjunct model experience she and her writing instructor colleagues described in 1997 in *The Content-Based Classroom*. In an updated look, Goldstein reexamines the lack of collaboration that they experienced with content faculty (dubbed the "flight attendant syndrome"); she also reports on the results of a current survey of adjunct model instructors, discussing ongoing challenges with collaboration and status, including power issues and the implications for workload equity in CBI programs.

An edited volume is only as good as the efforts of its contributors and the support provided by the publisher. So while we as editors have worked hard behind the scenes to compile a volume that illustrates our vision of CBI today, the volume itself would not have been possible without the quality contributions that we received from our wonderful colleagues around the world and the non-flagging enthusiasm and support of our editor, Kelly Sippell, from the University of Michigan Press. It is therefore with a great deal of gratitude and admiration that we acknowledge their collective expertise, time, and energy in helping us realize our vision and carry through to fruition the project begun back in March of 2014, when we first met with Kelly at the international TESOL conference in Portland (Oregon) to discuss the feasibility of this volume. We sincerely hope that you, our readers, benefit from this truly collaborative venture and are inspired to try CBI and implement many of the ideas discussed in the volume.

Finally, we would like to honor our fathers: Philip Snow, Harry Daubert, and Robert Kenneth Brinton.

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