

# Contents

<b>Chapter 1</b>	<b>Putting Content-Based Second Language Instruction in Context</b>	<b>1</b>
	Definition and Overview	1
	A Rationale for Content-Based Language Teaching	3
	Language Learning through Language Use: Some Historical Antecedents	4
	The 1960s–1980s: The Roots of Content-Based Language Teaching	5
	Conclusions	9
	Questions to Consider	10
	Suggestions for Further Reading	11
<b>Chapter 2</b>	<b>Three Content-Based Teaching Models at the University Level</b>	<b>14</b>
	Theme-Based Language Instruction	14
	Sheltered Content Instruction	15
	Adjunct Language Instruction	16
	A Comparison of Features	17
	Implications	20
	Conclusions	22
	Questions to Consider	23
	Suggestions for Further Reading	24
<b>Chapter 3</b>	<b>Theme-Based Instruction in the ESL and EFL Contexts</b>	<b>26</b>
	Theme-Based Models in the ESL Context	28
	The American Language Center Evening Series Courses	30

The Intensive Language Course at the  
Free University of Berlin 32  
Conclusions 37  
Questions to Consider 40  
Suggestions for Further Reading 42

**Chapter 4 The University of Ottawa: Sheltered Instruction 45**

Program Description 46  
Student Population 47  
Coordination and Staffing 48  
Logistics 49  
Methodology 50  
Text Selection and Adaptation 52  
The Role of the Language Teacher 52  
Program Evaluation 53  
Questions to Consider 55  
Suggestions for Further Reading 55

**Chapter 5 The UCLA Freshman Summer Program: Adjunct Language Instruction 57**

Program Description 57  
Student Population 59  
Coordination and Staffing 59  
Logistics 60  
Methodology 60  
Text Selection and Adaptation 61  
The Role of the ESL Instructors 64  
Program Evaluation 65  
Questions to Consider 67  
Suggestions for Further Reading 68

**Chapter 6 Practical Considerations in the Implementation of Content-Based Programs 70**

Administrative Issues 71  
Program Design 71  
Student Population 72

Staff Development	74
Program Evaluation	75
A Case Study: The Social Science English Language Center in Beijing, People's Republic of China	77
What Have We Learned from the SSEL Program in the PRC?	84
Questions to Consider	86
Suggestions for Further Reading	87

## **Chapter 7** **Suggestions for Content-Based Materials Development and Adaptation** **89**

Selecting Materials	89
Supplementing with Language-Teaching Materials	92
Adapting and Developing Materials	92
Sample Content-Based Materials	95
Sample Skill Activities from a Variety of Content Areas	124
Questions to Consider	173
Suggestions for Further Reading	179

## **Chapter 8** **Issues in Content-Based Evaluation** **181**

Language and Content	182
Evaluating Content Knowledge	184
Evaluating Language Knowledge and Skills	185
Purposes and Types of Procedures	186
Short-Term and Long-Term Evaluation Goals	188
Important Considerations in Evaluation	190
Participants in the Evaluation Process	192
Sample Achievement/Evaluation Schemes	193
Sample Test Materials	194
Conclusions	208
Questions to Consider	208
Suggestions for Further Reading	210

## **Chapter 9** **Why Content-Based Instruction?** **213**

Adapting Content-Based Models	216
Conclusions	218

<b>Appendix A</b>	<b>221</b>
<b>Appendix B</b>	<b>225</b>
<b>Appendix C</b>	<b>227</b>
<b>References</b>	<b>231</b>
<b>Epilogue</b>	<b>239</b>
• <b>Background and Rationale</b>	<b>239</b>
• <b>Research</b>	<b>243</b>
• <b>Program Development: New CBI Formats</b>	<b>245</b>
• <b>Final Reflections</b>	<b>252</b>
• <b>References</b>	<b>255</b>
<b>Glossary of Key Terms</b>	<b>263</b>
<b>Updated Bibliography on Content-Based Instruction—1989 to the Present</b>	<b>271</b>
<b>Index</b>	<b>281</b>