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**Spring 1992 Theme Issue:  
Content-Based Instruction**

**Guest Editors:  
Marguerite Ann Snow & Donna M. Brinton**

**ARTICLES**

**Syllabus Design in Content-Based Instruction..... 11**

David E. Eskey

This paper explores the relationship between content-based second language instruction and so-called communicative language teaching and traces the development of syllabus design for second language courses from its emergence as an issue in the mid '70s to the present day. The paper argues that content, when combined with a concern for communicative function and grammatical structure, provides the missing third dimension in syllabus design for second language courses and generates course designs superior to those based on structure alone or on some combination of structure and function. The paper concludes with a brief discussion of the problems in, and the prospects for, developing this kind of syllabus for such courses.

**How Relevant Is Relevance?:**

**An Examination of Student Needs, Interests, and**

**Motivation in the Content-Based University Classroom.....25**

James F. Valentine, Jr. and Lyn Margaret Repath-Martos

This article reports on two ethnographic studies that investigated student motivation in content-based ESL classrooms at a major U.S. university. The ESL population studied included immigrant and international students who were enrolled in the advanced level of the university's ESL service courses. The ESL course materials consisted of videotaped academic lectures from university content courses (i.e., history, communication studies) and excerpts from authentic course texts as part of an academic skills-based instructional sequence. Students were motivated through attention/interest, relevance, confidence, and satisfaction, according to a motivational theory of instructional design. Classroom observations and interviews as well as examination of existing documents revealed that relevance of ESL materials and tasks was indeed motivating to a wide variety of students but that the other aspects of motivation were of equal if not greater importance. These findings lead to the belief that skills-based ESL courses in content areas of high general interest, in which instructors emphasize the relevance of materials and tasks, can do much to enhance student motivation and academic achievement in both ESL and content course work.

**Creating Content-Based Language Tests:**

**Guidelines for Teachers.....43**

Jean L. Turner

The problems that language teachers face in developing their classroom tests are especially complex in content-based programs. The eight-stage guidelines for test development presented here outline the steps that test writers should follow to create appropriate, content and context-specific tests. A broader benefit of the guidelines is that student progress in different classes and programs can be compared with reference to how the guideline activities were completed. This allows language educators to address important issues such as the instructional value of various content areas and the overall effectiveness of a particular CBI program in comparison to other CBI programs or different types of language instruction.

<b>Realbooks: Literature as Content in ESL Classrooms.....</b>	<b>59</b>
Marianne Boretz, Gary Colombo, Carl Friedlander, Ron Lapp, Peter Sotiriou, and Bernadette Tchen	
ESL instructors at Los Angeles City College have developed a literature-based curriculum for their intermediate and advanced students. This paper examines this curriculum as well as the theoretical premises which inform it. The theoretical support for teaching literature in the ESL classroom comes from a variety of sources: Stephen Krashen, Frank Smith, George Dillon, Hans-Georg Gadamer, and Augustine. This paper also examines the work of Brinton, Snow, and Wesche as well as Collie and Slater, who have directly addressed the classroom issue of literature as ESL content. Finally, this paper discusses how literary texts like <i>Island of The Blue Dolphins</i> , <i>Rumble Fish</i> , and <i>The Red Pony</i> are incorporated into the community college ESL reading and writing curriculum and ends with some insights derived from this literature focus. Questions which still need to be examined are discussed.	

## CATESOL EXCHANGE

<b>What Is the Relationship Between Content-Based Instruction and English for Specific Purposes?.....</b>	<b>71</b>
Ann M. Johns	
<b>What Are Some Considerations for Teacher Training in Content-Based Instruction?.....</b>	<b>77</b>
Peter Master	
<b>How Can ESL and Content Teachers Work Effectively Together in Adjunct Courses?.....</b>	<b>85</b>
Young Gee	
<b>What Is the Relationship Between Workplace Literacy and Content-Based Instruction?.....</b>	<b>93</b>
Rosemary Henze and Anne Katz	
<b>What Do VESL and Content-Based Instruction Have in Common?.....</b>	<b>97</b>
Kathleen Wong	
<b>Is Whole Language Teaching Compatible With Content-Based Instruction?.....</b>	<b>103</b>
David and Yvonne Freeman	
<b>How Are Content-Based Instructional Practices Reflected in Sheltered English?.....</b>	<b>109</b>
Nina Glaudini Rosen	

**What Are the Benefits of Cooperative Learning  
in Content-Based Instruction?..... 113**  
Rocio Flores Moss

**What Is the Role of Teaching Culture in  
Content-Based Instruction?.....119**  
Sharon Hilles and Dennis Lynch

**How Can We Encourage Active Learning Strategies  
in Content-Based Second Language Instruction?..... 127**  
Kate Kinsella

**How Can Thematic ESL Units Be Used  
in the Elementary Classroom?..... 133**  
Sabrina Peck

**How Can Content-Based Instruction Be Implemented  
at the High School Level?..... 139**  
Eva Wegrzecka-Monkiewicz

**How Does One Go About Developing Content-Based  
Materials for the Commercial ESL/EFL Market?..... 145**  
Patricia A. Richard-Amato

**What Challenges Do Content-Based Program Administrators Face?.....149**  
Donna M. Brinton

**What Options Exist for Funding Content-Based Programs?..... 157**  
Marguerite Ann Snow

## REVIEWS

***Science for Language Learners*  
by Ann K. Fathman and Mary Ellen Quinn..... 165**  
Reviewed by Lauren Hartford-Brewer

***Content-Area ESL: Social Studies*  
by Dennis Terdy..... 167**  
Reviewed by Karin Aguilar

***Past, Present, and Future: A Reading-Writing Text, 3rd ed.*  
by Joan Young Gregg and Joan Russell..... 169**  
Reviewed by Julia Ann Collins

<b><i>The English Connection:</i></b> <b><i>A Content-Based Grammar and Discussion Text, 2nd ed.</i></b> <b>by Gail Fingado, Leslie J. Freeman, Mary Reinbold Jerome, and Catherine Vaden Summers.....</b>	<b>171</b>
Reviewed by Sharon Hilles	
<b><i>Basically Academic: An Introduction to EAP</i></b> <b>by Pat Currie.....</b>	<b>173</b>
Reviewed by Rechelle Schimke de Alvarado	
<b><i>Bridge to College Success:</i></b> <b><i>Intensive Academic Preparation for Advanced Students</i></b> <b>by Heather Robertson.....</b>	<b>175</b>
Reviewed by Marguerite Dubois	
<b><i>Lexis: Academic Vocabulary Study</i></b> <b>by Arline Burgmeier, Gerry Eldred, and Cheryl Boyd Zimmerman.....</b>	<b>177</b>
Reviewed by Rachel Gader	
<b><i>Reading at the University</i></b> <b>by Linda Harbaugh Hillman.....</b>	<b>179</b>
Reviewed by Lucy Hahn Kazakes	
<b><i>Bridging the Gap: College Reading, 3rd ed.</i></b> <b>by Brenda D. Smith.....</b>	<b>181</b>
Reviewed by Linda Caputo	
<b><i>Insights Into Academic Writing:</i></b> <b><i>Strategies for Advanced Students</i></b> <b>by Margot C. Kadesch, Ellen D. Kolba, and Sheila C. Crowell.....</b>	<b>183</b>
Reviewed by Elizabeth Ahlers	
<b><i>Writing Up Research: Experimental Research</i></b> <b><i>Report Writing for Students of English</i></b> <b>by Robert Weissberg and Suzanne Buker.....</b>	<b>185</b>
Reviewed by Barbara Laube	
<b>List of Contributors.....</b>	<b>187</b>