

Content-Based Instruction in Primary and Secondary School Settings

Review by Eun Hee Jeon

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CONTENT-BASED INSTRUCTION IN PRIMARY AND SECONDARY SCHOOL SETTINGS. D. Kaufman & J. Crandall, (Eds.), 2005, TESOL, \$32.95 (member \$24.95), ISBN 1-931185-17-4.

Kaufman and Crandall's edited volume entitled *Content-based Instruction in Primary and Secondary School Settings* is a useful reference for educators (including classroom language teachers, content teachers, curriculum developers, and school administrators) who are committed to pursuing their second and foreign language students' balanced language and content knowledge growth. The volume consists of three parts, each of which respectively focuses on the implementation of content-based instruction (CBI) in school settings, reflections on implementation processes, and finally issues concerning the pursuit of CBI in standards-based education settings.

In part 1, "Partnerships and Constructivist Notions in Content-Based Instruction," five case studies detail collaboration efforts among language teachers, content teachers, and school administrative staff at varying levels of education (i.e., primary, secondary, and tertiary) and in different subject areas (e.g., social studies, science). Part 2, "Reflection and Inquiry in Content-Based Instruction Professional Development," comprises four chapters that report on the impact of CBI approaches on curriculum and course design, student development, and school administration. In part 3, "Standards and Content-Based Curriculum, Assessment, and Professional Development," authors present case studies that largely highlight how CBI and assessment were successfully implemented while meeting the needs of existing, standards-based instruction frameworks commonly imposed by many U.S. states.

In addition to the succinct case studies, the strength of this edited volume is in its organization. Every chapter follows a consistent sequence of introduction, context, and further description of the case study setting. To wrap up each chapter, distinguishing features of the curriculum or course introduced in the chapter are presented. This, in turn, is followed by my personal favorite section, "practical ideas." As the name suggests, this section draws several important ideas from the discussed case study and

provides useful tips for readers contemplating a similar approach in their own teaching or curriculum development activities.

Another strength of this volume is its visual presentation of information. Easy-to-read tables and figures are used throughout most chapters; the tables and figures in many of the appendices provide micro- and macro-level information ranging from lesson plans and teacher training materials, to curriculum templates and a list of teaching principles. Overall, with its collection of quality case studies which showcase settings of the U.S. and around the world (e.g., Israel, Thailand, Uruguay). *Content-based Instruction in Primary and Secondary School Settings* would make a worthwhile investment for any educator searching for alternative approaches to language and content teaching.

About the Reviewer

Eun Hee Jeon is a PhD student in the Applied Linguistics program at Northern Arizona University. Her research interests include L2 reading fluency development, instructional L2 pragmatics, content-based instruction, and research methods.