

Preface

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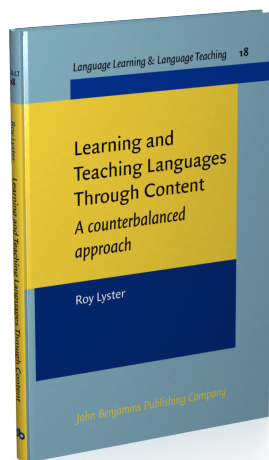
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Learning and Teaching Languages Through Content: A counterbalanced approach

Roy Lyster

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Preface

This book is intended for graduate courses in Applied Linguistics and Second Language Acquisition or for advanced levels of undergraduate teacher education programs. I hope also that practicing teachers will read the book as a source of professional development, as well as other educators, curriculum designers, and administrators working in a variety of second language instructional settings, whether content-based or not. While the book aims to enable educators in immersion and content-based classrooms to consider ways of integrating more focus on language, I hope as well that it will inspire educators in traditional language classrooms to consider integrating more content-based instruction as a means of enriching classroom discourse.

I am indebted to the many immersion teachers who have generously opened their classroom doors to me over the past several years: Brigitte Besner, France Bourassa, Todd Chohan, Steven Colpitts, Maureen Curran-Dorsano, Patrice Delage, Al Delparte, Martine Delsemme, Patricia Donovan, Réna Gravel, Linda Hadida, Madeleine Hall, Susan Hawker, Claude Hébert, Marita Heikkinen, Chris Holden, Maurice Kalfon, Claude Karsenti, Tom Konicek, Claude Leroux, Carole Lidstone, Marie-Josée Messier, Nicole Rosconi, Asher Roth, Luce Turgeon, Suzanne Ujvari, André Vachon, Normand Veilleux, Josiane Waksberg, Marie Whabba, and Keisha Young. This book is dedicated to these and other teachers working in the forefront of what continues to be considered by many as an “experiment” in bilingual education. The prerequisite for working in the context of educational innovation is a tremendous amount of dedication, and the consequence is a huge amount of preparation that at times might go unnoticed, but at other times is hopefully the source of much professional as well as personal satisfaction.

Many publications helped to fill gaps in my knowledge and to extend my awareness of an entire spectrum of immersion and content-based classrooms. In particular, volumes by Bernhardt (1992), Cloud, Genesee, and Hamayan (2000), Day and Shapson (1996), Genesee (1987), Harley, Cummins, Swain, and Allen (1990), and Johnson and Swain (1997) all proved to be invaluable sources of information. In addition, I acknowledge the significant influence

of Birgit Harley's seminal work on the interlanguage development of learners exposed to content-based instruction, as well as Merrill Swain's work on the instructional limitations of content-based approaches. Special thanks go to Hirohide Mori for discussions about the role of counterbalance in content-based instruction and to Leila Ranta for discussions about the role of awareness, practice, and feedback.

I express my heartfelt thanks to Fred Genesee, Nina Spada, and Merrill Swain for providing helpful feedback on this book. For comments on specific chapters, I thank Iliana Panova and Leila Ranta, as well as Ingrid Veilleux and her study group of immersion teachers in Richmond, BC: Brooke Douglas, Lisa Dar Woon Chang, Natalie Wakefield, Kim Leiske, Diane Tijman. Thanks also to Kees Vaes, Acquisition Editor at John Benjamins, for his continued support, patience, and efficiency. Finally, I gratefully acknowledge the financial support provided by the Social Sciences and Humanities Research Council of Canada (grants 410-2002-0988, 410-98-0175, 410-94-0783) and the *Fonds pour la formation de chercheurs et l'aide à la recherche* (grant 97-NC-1409) to conduct some of the classroom-based studies referred to throughout this book.

Roy Lyster
Montreal, January 2007