ESL professionals are accustomed to thinking about language not simply as discrete units but as complex, socially and psychologically created acts of communication embedded in a web of contextual features. We no longer believe that our students can become fluent users of English by practicing linguistic forms outside of a meaningful context. Indeed, many of us spend a great deal of time and energy designing instruction to reflect this broader conception of the teaching and learning of language.

Similarly, teaching is itself embedded in the world beyond the classroom, which, with all its details, gives the act of teaching its meaning. This volume of *The CATESOL Journal* focuses our attention on the wider context surrounding teaching. Drawing on their experiences as TESOL professionals in language classrooms, the contributors explore a variety of factors which propel their thinking about teaching and learning beyond the traditional boundaries of the ESL classroom and which impinge on and shape what goes on in the classroom. They examine such influences on classrooms as: community values, expectations, and resources; relationships and interactions among colleagues; limits and protections of the legal system; institutional structures (explicit and implicit); colleagues' attitudes, assumptions, and expectations; and teachers' perceptions of their roles with students, and colleagues, and within institutions and surrounding communities.

- Tim Beard explores learning beyond the classroom through connections with the community.
- Lynn Goldstein, Cherry Campbell, and Martha Clark Cummings explore issues of status and control in adjunct models of instruction.
- Kate Kinsella presents a model for developing communities of teacher-scholars through peer coaching that derives from reconceptualizing both staff development and preservice preparation of language teachers.
Learning Beyond the Classroom: Developing the Community Connection

I learned that some people are very, very neat and others are very messy. I also learned that everyone had a different way of putting their stuff inside the tent. I also learned that some people were slowpokes and other people got up and ready in less than ten minutes. Other people would go slow walking and others were fast because they wanted to get there as soon as possible or other people would just walk kind of fast and kind of slow. I also learned that some people got surprised whenever they saw something and others didn't. I also learned that when some people saw a deer they would start screaming and shouting while other people would just look at the deer and watch quietly.

(Michelle Gonzales, 4th grade student, Melrose School)

The thing that surprised me the most was that there was a lot more to see than just the immigration and the forests. You could see the whole Bay Area from the top. You can find animals. You get to see footprints, and many more things that make you wonder.

(Violeta Soledad Obrera, 5th grade student, Melrose School)

As teachers struggle to understand and respond to an increasingly diverse student population, they have felt the need to transform their curriculum so that it recognizes and builds on this diversity in meaningful ways. The curriculum is particularly inadequate in reflecting the culture and voices of immigrant and language minority students: “Our old curriculum is too narrow. Immigrant children seldom find their own experiences or histories reflected anywhere in the classroom or the texts. This cre-