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Book Review

Teacher development for immersion and content-based instruction

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Searching for ways to expand the spectrum of methods of teaching and learning foreign languages triggers valuable initiatives and offers support for both students and teachers. Programs such as French immersion in Canada, content-based instruction (CBI), and content and language integrated learning (CLIL) have become popular across the world (Harrop, 2012), which is rapidly becoming a global village where the role of languages is crucial. In an integrated world, teaching content through language is viewed as a modern form of educational delivery; therefore, as the editors emphasize "teacher preparation and professional development endeavors are key drivers of successful I/B and CBI programs across a variety of models" (p. 3). *Teacher Development for Immersion and Content-Based Instruction* is a key contribution to the field, which offers valuable insights into the complexity of teacher preparation as well as further professional development in the case of immersion/bilingual contexts.

The book opens with a concise "Introduction" in which the authors briefly discuss the theoretical background concerning research on immersion, bilingual,

and content-based instruction. Additionally, they provide an overview of the volume, which comprises seven chapters written by leading scholars in the field. The editors also state that "this volume endeavors to respond to the identified lack of knowledge by presenting a strand of research that has not to date received the academic attention it deserves" (p. 4).

Chapter 1, "Becoming a 'Language-aware' Content Teacher," written by Peichang He and Angel M. Y. Lin, focuses on effective teaching of academic content in second or foreign language (L2) instruction and content-based/CLIL education. The researchers investigated the development of Teacher Language Awareness (TLA) as well as teacher identity in the case of a science teacher and teacher identity through an ethnographic case study. By analyzing data collected from classroom observations, interviews, and lesson video-stimulated commentaries, the researchers manage to establish a teacher professional development model focusing on collaboration, dynamicity, and dialogue.

Chapter 2 by Laurent Cammarata and Martine Cavanagh, entitled "In Search of Immersion Teacher Educators' Knowledge Base," examines immersion teacher educators' (ITE's) knowledge with reference to the integration of content, language and literacy integration in curriculum planning and actual teaching. The researchers developed and used an analytic framework to examine this kind of integrated knowledge. The data collected in the course of this qualitative study led the authors to conclude that there is a pressing need for the elaboration of a professional development program, especially in the context of pedagogical integration.

Chapter 3, "Unpacking Dimensions of Immersion Teacher Educator Identity" by Aisling Leavy, Mairéad Houringan and T. J. Ó Ceallaigh is an investigation of the professional learning and experiences of three mathematics teacher educators' (MTEs) who develop new professional identities by being engaged in Lesson Study. Japanese Lesson Study (Lewis & Tsuchida, 1998; Stingler & Hiebert, 1999) was used as an organizing framework. The study was divided into three stages and lasted 12 weeks. Data analysis focused on TEs' reactions to the activities and critical incidents provided during all the stages. The findings reveal that "crafting identities is a social process and becoming more knowledgeably skilled is an aspect of participation in social practice" (Lave, 1996, p. 157).

In Chapter 4, entitled "Teacher Adaptations to Support Students With Special Education Needs in French Immersion: An Observational Study," Callie Mady explores nine French Immersion (FI) teachers' ability to adapt their classroom practices to students with learning difficulties. The study was based on observations and only qualitative data were collected. The analysis of such data revealed that the teachers are willing to adapt their instruction to the whole class but are

less inclined to adjust it to the needs of individual students. The author concludes that teachers should be provided with more professional development opportunities focused on individual students' needs.

Chapter 5, "Teacher Perceptions of Immersion Professional Development Experiences Emphasizing Language-Focused Content Instruction" by Diane J. Tedick and Caleb Zilmer, focuses on immersion teachers' perceptions of professional development (PD) experiences in the area of language-focused content instruction. The authors based their study on Wenger's (1998) theoretical framework (i.e., community, practice, meaning, and identity), and collected information from 75 participants as well as four focus groups. The analysis of quantitative and qualitative data revealed a strong relationship between community, identity, meaning, practice and teacher learning through professional development. Additionally, the findings allowed the conclusion that educators providing CBI/immersion teacher training should highlight the need for authenticity, relevance and meaningfulness.

In Chapter 6, "'It Was Two Hours . . . The Same Old Thing and Nothing Came of it': Continuing Professional Development Among Teachers in Gaeltacht Post-Primary Schools," Laoise Ní Thuairisg reports the findings from a qualitative study focused on Irish-medium post-primary school teachers' engagement in professional support services and their perceptions regarding the applicability of such services to everyday teaching practice. The findings indicate that teachers are dissatisfied with the provision of professional development as it does not meet their expectations and fails to address the challenges they face. The author also suggests that "the teachers [under investigation] are in need of professional development services which address and acknowledge the context in which their professional practice is situated" (p. 165).

Finally, Chapter 7, "The Common European Framework of Reference (CEFR) in French Immersion Teacher Education – A Focus On The Language Portfolio" by Stephanie Arnott and Marie-Josée Vignola, reports on the implementation of a portfolio project, which included the perspectives of both student-teachers enrolled in the French immersion program (FI) and their instructor. Having completed the adapted portfolio, the teacher participants were asked to fill in a questionnaire and they also took part in an interview with the instructor. The findings show significant differences with respect to the portfolio experience, which suggests that teacher educators and decision-makers should support and promote CEFR-informed instruction.

The book *Teacher Development for Immersion and Content-Based Instruction* is a crucial contribution to research into immersion, content-based instruction, and CLIL education. First, the contributors considerably expand theoretical knowledge about immersion/bilingual (I/B) education, CBI and CLIL by presenting particular research cases concerning teacher preparation and professional

development programs from around the world. Even though numerous studies have been conducted in recent years on the effectiveness of I/B, CBI, or CLIL programs (e.g., Genesee & Lindholm-Leary, 2013; Gierlinger, 2007; Lyster & Mori, 2006; Morton, 2016, 2018), the role of the teacher preparation programs and teacher educators has been blatantly neglected. In my opinion, the book fills the gap in research and provides a comprehensive picture of teacher preparation and professional development, which are critical issues for effective language immersion education and other L2 programs driven by subject matter (Cammarata & Ó Ceallaigh, 2018). What is particularly appealing about the volume is the focus on the teacher educators themselves. Having gone through the research available in the field, I can see that we sorely lack a proper understanding of the nature of the teacher educators' expertise and their needs in terms of professional development. Therefore, this volume can be seen as a so-much-needed response to the call for increased attention on the teacher. Another important merit is that the book, which successfully seeks to strike a balance between theory and practice, is intended not only for researchers who specialize in the field but also for teachers, teacher trainers and decision makers who will find many practical approaches and guiding principles in varied educational contexts. Bearing in mind the breadth of experience and academic engagement represented by the contributors, this volume is an invaluable resource in the field of immersion, content-based instruction and CLIL education.

Despite all the undeniable merits listed above, I believe that the book fails to provide a clear distinction between content-based instruction (CBI) and Content and Language Integrated Learning (CLIL), especially in the introductory part. The editors seem to treat the two concepts as representing the same instructional approach that is described by means of different labels. Even though it is certainly true that these approaches are closely related (cf. Cenoz, 2015; Larsen-Freeman & Anderson, 2016), however, they are definitely not identical. This is because CBI aims to develop a high level of content competence with the development of language skills being to some extent seen as a by-product of this process, CLIL is implemented with the purpose of developing both content and language skills at the same level with focus on intercultural understanding as a response to globalization (Richards & Rodgers, 2014). Therefore, the main aim of CLIL is to enable learners to communicate in the target language by involving them in active participation (Dalton-Puffer, 2017). A separate issue is that, since CLIL is also the focus of investigation in some of the chapters, this fact could have also been reflected in the title of the edited collection which could then read: *Teacher Development for Immersion, Content-Based Instruction and CLIL.* This would surely help potential readers understand what the book is about and decide whether or not they would indeed like to delve into it.

Such minor reservations notwithstanding, I highly recommend this book, as it addresses a central issue and has the potential to stimulate further discussion about the role importance of teacher preparation for teaching content in an additional language as well as providing an impetus for further research in this area. Furthermore, the volume is surely a thought-provoking reading for researchers, teachers, teacher educators and policy makers. I strongly believe that this volume will pave the way for future empirical investigations, which I hope will enhance our understanding of how to best prepare pre-service and in-service teachers for dealing with the intricacies of integrating language and content.

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