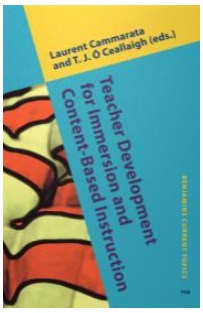
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BOOK REVIEW: TEACHER DEVELOPMENT FOR IMMERSION AND CONTENT-BASED INSTRUCTION



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Abstract
This review provides a concise overview of the book "Teacher Development for Immersion and Content-Based Instruction" by Laurent Cammarata and T. J. Ó Ceallaigh, published in 2020 by John Benjamins Publishing Company. The review highlights its significant contributions to the understanding of global language immersion programs. The book, which features significant input from respected scholars, focuses on filling the knowledge gaps regarding teacher development in the context of language immersion and content-based training. The book consists of seven chapters that address various subjects, including teacher language awareness, the development of professional identity, and the difficulties encountered by immersion educators. The review acknowledges the book's thorough approach but points out a possible omission in distinguishing between Content-Based Instruction and Content and Language Integrated Learning The review suggests that the book is a great resource for educators, academics, and policymakers. The extensive examination of both theory and practice renders it an invaluable resource for individuals engaged in language instruction and research.

Keywords: content-based instruction, immersion education, teacher development

The significance of teacher readiness and professional development cannot be overstated when it comes to the advancement of efficacious language immersion discipline and other specific subjects of language initiatives on a global scale. Implementing effective I/B (Inquiry-Based) and CBI (Content-Based Instruction) programs relies heavily on the quality of teacher readiness and professional

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development initiatives. These efforts are essential to making sure that these initiatives are successful, regardless of the specific models employed. The provision of mandatory linguistic and cultural abilities, together with corresponding teaching methodologies, to adequately prepare them to help students succeed. This phenomenon holds in various educational programs, such as immersion programs, including one-way second/foreign language immersion, co-official/regional language immersion, two-way bilingual immersion, one-way developmental bilingual education, and Indigenous language immersion (Te dick & Wesely, 2015). Therefore, it also applies to content-based instruction (CBI) programs, such as language across the curriculum (LAC), programs for content and language integrated learning (CLIL), training in sheltered second languages, and language for particular objectives.

The book consists of seven chapters. The book opens with a brief "Introduction," which discusses content-based, multilingual, and immersion education research theory. The book's editors, Laurent Cammarata and T. J. Ó Ceallaigh provide a synopsis of the book, which includes chapters authored by eminent academics in the discipline. This research collection includes the investigations of teacher educators' experiences within diverse educational settings. This book aims to address the recognized gap in knowledge by providing a specific area of study that has yet to attract academic consideration.

Chapter 1, “Becoming a ‘Language-aware’ Content Teacher,” authored by Peichang and Lin, explores the analysis of the developing knowledge of educators in the area of L2 teaching and content-based/CLIL education. The initial chapter serves as an exploration of this subject matter. Peichang and Lin emphasize on TLA (Teacher Language Awareness). This construct is of utmost importance in teacher education, as it specifically examines the connection between instructors' language proficiency and their teaching methods. It serves as a connection between linguistic proficiency, subject matter cognitions, and learners' understanding (Andrews, 2007). One example is the proposition made by Edge (1988) regarding three fundamental functions of teachers: language user, language analyzer, and language instructor. In their seminal work, Wright and Bolitho (1993) developed a conceptual framework that elucidates the interconnectedness between the user, analyzer, and teacher of language. They emphasize the pivotal function of language awareness in moderating the interactions among these three entities. Lindahl (2013) reconceptualizes these three TLA categories and applies them to CBI/CLIL teacher education. However, the primary emphasis of the writers lies in the engaged and positive participation of teachers and teacher educators (TEs) in a CLIL teacher professional development paradigm. This involvement allows them to enhance their understanding and proficiency in CLIL collaboratively. Teacher educators (TEs) are vital in maintaining high L2 instruction and content-based/CLIL instruction standards. Nevertheless, there is a surprising lack of research investigating the fundamental knowledge base of TEs.

Chapter 2, Cammarata and Cavanagh examine the proficiency and awareness of immersion teacher educators and their preparedness to effectively facilitate the professional development of upcoming groups of immersion teachers. To explore the knowledge base of immersion instructor educators (ITEs) on the integration of language and literacy within the framework of disciplinary instruction. They also explore strategies for effectively facilitating the growth of ITEs in this area. The

researcher makes changes to Troyan, Cammarata, and Martel's (2017), integrating Pedagogical Content Knowledge (I-PCK) framework for the foreign language educational context to ensure the acquisition of fundamental knowledge necessary for effective pedagogical integration among immersion teachers. Their adaptation involves incorporating an additional dimension of content knowledge, specifically literacy, to better align the framework with the unique circumstances and requirements of immersion teachers. Nevertheless, limited information is available regarding the formation of immersion TE identity. After all, it is crucial to acknowledge that the views, ideas, and knowledge of immersion TEs are deeply connected to and necessary for their identities.

Chapter 3, Leavy, Hourigan, and Ó Ceallaigh's study explores how immersion teacher education (ITE) professional learning and identity are formed. Professional identity is considered a crucial aspect in the journey of becoming a TE since it is closely intertwined with one's practice and its growth. The formation of one's professional identity plays a significant role in this process (Izadinia, 2014). The researchers utilized Vygotsky's (1987) community of practice (CoP) framework to enhance their comprehension of the intricate learning process encountered by the teachers as they actively engaged in the CoP. The study uncovers significant instances of prioritizing content defence, negotiating an integrated space, and adapting to immersion. The Community of Practice (CoP) has been instrumental in fostering the growth of novel professional identities. It sheds light on the unique and intricate process of transforming into an ITE through various means. This investigation takes place inside the confines of a university-level, multidisciplinary immersion education course. The authors emphasize the dynamic and changing approaches that affect TEs' attitudes, knowledge, and behaviours as they try to strike a balance between the integration of language and content in immersion teacher training projects. There is a pressing need for professional development (PD) programs that focus on developing immersion teachers' identity formation and continual knowledge growth. PD programs that address the special professional demands of immersion teachers are also necessary.

Chapter 4, Mady investigates immersion instruction to help individuals with learning disabilities succeed. By utilizing observational methods in this study, nine French Immersion (FI) teachers are tested by Callie Mady on their adaptability to accommodate children with learning challenges. Based on Vygotsky's (2015) sociocultural theory, suggests that students with learning difficulties can benefit from techniques and teacher adaptations (Arnett, 2001). It also seeks to identify genuine and purposeful professional development opportunities that create inclusive environments and enhance learning outcomes for all individuals involved. The examination of this data unveils that educators demonstrate a willingness to modify their instructional methods for the entire class, although display a lesser inclination to tailor their strategy to address each student's unique needs. There is a growing body of research on immersion education, but little on professional development efforts that improve immersion teachers' training.

Chapter 5, Tedick and Zilmer explore immersion teachers' subject and language integration professional development experiences. They specifically focus on PD experiences that have a beneficial influence on their teaching practices. These findings also have implications for creating relevant and constructive professional development opportunities for immersion educators and other content-

based instruction teachers. The study is guided by the theoretical framework of communities of practice (CoP) as proposed by Wenger (1998). Survey and focus group data were analyzed using Wenger's four CoP domains: community, practice, meaning, and identification. The results of the study unveiled certain characteristics of assignments and professional development (PD) experiences that have a significant impact. The chapter concludes with implications for immersion and content-based instruction (CBI) educators' purposeful and productive professional development experiences. In line with Lyster and Ballinger (2011) highlighted that content-based instruction (CBI) practitioners and immersion teachers urgently require improved professional development. They noted that the majority of teachers operating in these settings had received training in either language instruction or subject matter expertise, but not both simultaneously. Furthermore, the study's findings corroborate the claim that instructors providing content-based instruction or immersion teacher preparation programmes ought to stress the significance of relevance, meaningfulness, and authenticity.

Chapter 6 of Ní Thuairisg's study highlights that immersion educators express discontent with the professional development (PD) opportunities provided to them. These PD programs do not adequately address their specific challenges when attempting to execute a comprehensive and integrated strategy. The discontent has subsequently led to declining participation in professional development activities and a vulnerable sense of professional identity. Professional development (PD) opportunities that allow immersion teachers to acquire and enhance their understanding of professional language and content integration are crucial. The teacher's ongoing growth in language proficiency is a crucial aspect to consider (Peyton, 1997). Additionally, professional development programs for immersion instructors should also encompass knowledge of the target culture, contextual understanding, and where practice takes place (Tamir, 1991). Based on the feedback provided by the participants, it is evident that the existing Continuing Professional Development (CPD) programs fail to adequately consider the intricate sociolinguistic landscape in which professionals operate, as well as their specific professional development requirements within this particular setting. The results of the study indicate that teachers express dissatisfaction with the current state of professional development, as it falls short of meeting their anticipated standards and does not effectively address the various obstacles they encounter. However, immersion teachers need relevant and effective PD to strengthen their linguistic competence and pedagogical approaches.

Lastly, a paper by Arnott and Vignola on adapting and implementing the European Language Portfolio (ELP) in a Canadian French immersion teacher education program concludes the chapter. The study included French immersion program (FI) student teachers and instructors' perspectives. This initiative aims to enhance the development of French proficiency, which is considered a crucial aspect of the immersion teacher knowledge base. The study examines the viewpoints of student-teachers in initial teacher education (ITE) programs and their course instructor on the execution of a modified second language (L2) portfolio. This study shows that the "start small, think big" technique Nihlén (2011) can be used to introduce CEFR portfolios into Initial Teacher Education programs for French Immersion (FI) instructors. Additionally, it stimulates active reflection on trainee teachers' language competency progress during teacher training. Engaging

ITE student-teachers in CEFR-inspired teaching strategies, including using an adapted L2 portfolio, can lead to fruitful reflection on the material taught in individual courses and the local ITE curriculum as a whole.

To sum up, the book "Teacher Development for Immersion and Content-Based Instruction" constitutes a noteworthy academic contribution to the field of research concerning CLIL education, content-based instruction, and immersion. By providing research cases on global teacher training and professional development initiatives, the authors improve theoretical understanding of immersion/bilingual (I/B), content-based instruction (CBI), and content and language-integrated learning (CLIL). In my view, this book adeptly fills the void in research and provides a thorough examination of teacher training and ongoing education, both of which play a vital role in advancing successful language immersion education and other L2 initiatives that prioritize subject content. The volume's notable aspect is its emphasis on teacher educators themselves, which adds to its overall attractiveness. After thoroughly reviewing the existing literature in the field, I can see that there is a notable disparity in our comprehension of the knowledge held by teacher educators and their distinct need for professional growth. These volumes are a necessary reaction to the need for more focus on teachers. The book successfully balances theory and practice, making it useful for researchers, teachers, trainers, and decision-makers in various educational contexts.

Despite the aforementioned benefits, I believe the book lacks a comprehensive differentiation between content-based instruction and Content and Language Integrated Learning, particularly in the introduction section. The two conceptions appear to be treated by the editors as if they reflect the same instructional strategy, albeit one with distinct labels. The reason for implementing CLIL is to simultaneously enhance both content and language skills, with a specific emphasis on fostering intercultural understanding in response to globalization. On the other hand, CBI primarily focuses on developing a strong command of the subject matter, considering the development of language skills as a secondary outcome of this process (Richards & Rodgers, 2014). Thus, CLIL aims to improve learners' target language communication skills through active participation (Dalton-Puffer, 2017).

In conclusion, the book "Teacher Development for Immersion and Content-Based Instruction" is highly recommended for reading. Its significance is its ability to offer valuable insights into contemporary conceptual frameworks, views, and research conducted in this field. Given its focus on a fundamental matter and its ability to foster subsequent discourse regarding the significance of teacher training in instructing content in a second language, this study also catalyzes further investigation in this domain. Furthermore, academics, educators, policymakers, and teachers will undoubtedly find the collection to be thought-provoking reading. This book, in my opinion, will open the door for more empirical studies that will hopefully deepen our understanding of the best ways to train pre-service and in-service teachers to handle the complexities of combining language and content.

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