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Book Review

Content-Based Foreign Language Teaching: Curriculum and Pedagogy for Developing Advanced Thinking and Literacy Skills. By Laurent Cammarata (Ed.), New York, Routledge, 2016, xiv + 276 pp., \$52.95 (US), ISBN 978-0-415-88016-9

Content-Based Foreign Language Teaching is a worthy collection of essays for teachers intending to develop Content-Based Instruction (CBI) in their foreign language (FL) curricula. The book's state-of-the-art articles present the readers practical concerns such as curriculum planning, assessment, and literacy development while referring to respected theorists including Vygotsky, Brunner, Bloom, Dewey, and others.

In Chapter 1, an introductory section to CBI, Cammarata, Diane Tedick, and Terry Osborn call for curricular reforms. They propose that CBI curricula that foster intellectual exploration of subject content should have the full potential for the reforms. The rest of the book consists of four parts: Part 1 (Chapters 2-4), theoretical foundations; Part 2 (Chapters 5-7), pedagogy and instructional frameworks; Part 3 (Chapters 8-9), critical CBI pedagogy; and Part 4 (Chapters 10-12), exemplifications of CBI courses.

In Part 1, Chapter 2 Richard Donato presents compelling theoretical support for concurrent teaching of language and content in light of sociocultural theory. He posits that CBI yields positive outcomes in terms of meaningful language use because CBI realizes meaning making as well as infuses valuable interactions for learning the concepts. In Chapter 3, Marianna Ryshina-Pankova examines the genre approach for developing literacy, drawing on Systemic Functional Linguistics (SFL) and showcases essential language resources for implementing the approach across the instructional stages and the tasks. In Chapter 4, Joy Cumming and Roy Lyster present a CBI program they implemented in a high school and examine its effects in terms of the teaching/learning experience and on grammatical development.

Part 2 examines pedagogy vital for developing CBI curricula. In Chapter 5, Jason Martel unpacks the foreign language policy specified by National Standards by the American Council on Teaching Foreign Languages (ACTFL)—the 5Cs (Communication, Culture, Communities, Connections, and Comparisons). He suggests the integration of the 5Cs and Bloom's taxonomy into CBI. In Chapter 6, Cammarata argues of curricular reforms. He claims that academic literacy is critical importance for developing CBI and advocates the *KCA* formula (Knowledge, Cognition, and Activity) to be incorporated to CBI. In Chapter 7, Francis Troyan introduces assessment tools based on the ACTFL's *IPA* model (Integrated Performance Assessment) and provides his own rubric for assessing students' performance.

In Part 3, Chapters 8 and 9 respectively, Timothy Reagan and Ryuko Kubota examine critical CBI pedagogy. The aim of critical pedagogy is for both teachers and students to carefully examine social injustice, ideology, and inequality because they claim language plays a critical role in exercising power in the society. Kubota's critical CBI conducted in the past takes such an inquiry-based stance.

Lastly, Part 4 presents examples of CBI curricula grounded upon the theories and frameworks discussed in the previous chapters. Troyan (Chapter 10) and Nancy Hagstrom (Chapter 12) report on *Expeditionary Learning*, and in Chapter 11, Elizabeth Kautz describes her CBI curriculum applying the 5Cs.

In short, these writers have significantly contributed to the advancement of CBI in terms of: a) providing theoretically sound support for implementing CBI for FL education; and b) showcasing

groundbreaking practical approaches and pedagogy. As for the former, the writers connect CBI to literacy development, and the readers will find, throughout the book, the writers place significant emphasis on the development of (academic) literacy because they endorse the functional views of language (SFL), i.e., language actualizes social process for meaning making in a situated cultural context. As for the later, the book provides new approaches and assessment tools by tapping into the ACTFL's policy, which is explored in depth in Parts 2 and 4.

Seemingly, teaching practice using the TL wholly during the instruction is acclaimed throughout the chapters, e.g., Cumming and Lyster (Chapter 4) and Kautz (Chapter 11) state using the TL consistently and/or solely. Participants of Cumming and Lyster's study, however, frequently stated the challenge to learn the content wholly in the TL while they were in the initial stage of grappling the content—described as a *psychological barrier*. On the contrary, Reagan's transcripts (Chapter 8) reveal that teacher-student interactions during the focus on form instruction were *codemeshed* in Russian and English. This particularly occurred when he encouraged the students to verbalize their hypothesis of a grammar rule for the TL. This indicates it is still unclear whether the language of instruction should be solely TL or not. When communicative needs are high, it is likely that both teachers and students will choose whichever language better allows them to communicate. Gibbons (2015) succinctly justifies using L1 occasionally to scaffold students' understanding of the contents; likewise *translanguaging* practice for explaining abstract concepts is considered to be an effective technique in CLIL (Coyle, Hood, & Marsh, 2010). These suggest that it should be highly beneficial for any practitioners to examine further the outcomes of the pedagogy introduced in this book while examining effective language (L2 only or L1 & L2) to be used as a means of instruction.

References

- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge: Cambridge University Press.
- Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed.). Portsmouth, NH: Heinemann.

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