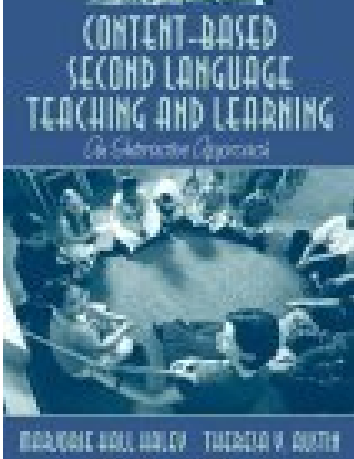


<p><i>Content-based Second Language Teaching and Learning: An Interactive Approach.</i> Marjorie Hall Haley & Theresa Y. Austin Allyn & Bacon, 2004 ISBN 0-205-34427-5 387 + xix pp List Price: US\$51.80 <i>Reviewed by Amita Gupta, Nirma University of Science and Technology, Ahmedabad, India</i></p>	
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Content-based Second Language Teaching and Learning: An Interactive Approach is an excellent resource book for teachers of ESL & EFL with umpteen interactive instructional strategies in content-based classroom settings. The book is co-authored marvelously as each author has very explicitly presented one's views without influencing or being influenced by the other's. This has provided a holistic approach to the subject of the book.

Divided into three sections and ten chapters, the book is well organized. The first section is on Language / Language Learning / Language Acquisition, and consists of a single chapter focusing on the role and importance of the interactive approach of language learning. Section II, "Interactive Instructional Practice in Content-Based Settings," consists of eight chapters comprehensively covering the entire range of interactive approaches to language learning. Chapter Two deals with methods and approaches in language learning. It talks in detail about the traditional and rationalist methods of language teaching. It also discusses the Functional and Humanistic approaches to teach language in ESL classrooms.

The third chapter helps the readers in planning for the standards-based classroom. The discussion is comprehensive and a “must read” for the readers as it also discusses daily lesson planning and developing different strategies for teaching. When teaching is well-planned, learning takes place. This learning needs to be assessed so that further improvisations can be made. The fourth chapter is on Evaluation and Assessment. The chapter discusses at length not about various assessment methods but about assessment in variety of content-based language learning situations. After introducing the very concept of assessment in language learning, the authors take their readers to different assessment areas like oral language assessment, written language assessment, reading assessment, and interactive and technology based assessment. The chapter provides some understanding of standardized tests.

The next chapter, Chapter Five, focuses on listening and reading. Both these receptive language skills are closely studied in content-based classrooms and are instrumental in developing literacy. The sixth chapter develops the previous discussion of oral communication by discussing the acquisition of a second language in its oral form. The topic on fluency and proficiency versus identity and agency is a must read. The chapter also discusses differences between second and foreign language learners. The seventh chapter is on written communication. In this chapter the authors discuss technology and writing, research on purposes for writing, an integrated approach towards writing and SLA, all of which are of the utmost importance to ESL teachers.

Language teaching and learning is a challenging task because of the heterogeneity of its learners. The eighth chapter reflects upon the multiple intelligences, cultural backgrounds, learning styles of diverse learners. The chapter argues for learner-centered instruction in interactive content-based classrooms. Chapter Nine integrates technology with classroom learning. The pedagogical implications of using technology in classrooms are discussed at the very beginning. The chapter lays emphasis on the use of technology in language learning. Games as interactive activities have been accepted world-wide. Use of the Internet, video conferencing, multimedia and the like are the need of the hour in SLA. Moreover, they are interactive. The chapter concludes with a discussion of assessment tools and the standards for diverse learners using technology. The last chapter

of the book is specifically reserved for comprehension exercises based on the previous nine chapters. This is a very novel way of ensuring and assessing the amount of learning that has taken place after the reading.

On the whole, the book seems to be a one-stop shop kind of a book. It is useful for all. The book would be equally useful to beginning teachers and seasoned researchers. It is well planned and covers the entire gamut of SLA in the best possible manner. The approaches and tools discussed in the book can be of immense help to teachers in solving their various classroom problems to improve students' second language acquisition. The book is a testimony to the efforts put in by its authors, and a must-read for anyone interested in the SLA.

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