

## Book Review

Kumaravadivelu, B. (2012). *Language Teacher Education for a Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing, and Seeing*. New York and London: Routledge. ESL& applied linguistics professional series. ix + 148 pages. Hbk ISBN13: 978-0-415-87737-4, PbkISBN13: 978-0-415-87738-1, Ebk ISBN13: 978-0-203-83253-0

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Language Teacher Education for a Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing, and Seeing is a description of an innovative model for the future of language teacher education with a “global focus that is sensitive to local exigencies” (p. xii) and welcome contribution to the existing literature on language teacher education, particularly in ELT. The book has the best possible structure with the organization and the order of presenting the information. The author, first, states the reasons and justifications for writing the current volume. Second, he delineates the basic components of his offered model for teacher education.

This book consists of seven chapters. The book is geared towards the needs of many players in the field of language teacher education. Designed as an intended for a wide variety of national and international audiences such as for student teachers, practicing teachers, teacher educators, and educational researchers, the book opens with a chapter entitled " (Re) visioning language teacher education" and then deals in term with the chapters include the acronym KARDS for modules of teacher education, standing for Knowing (chapter2), Analyzing (chapter3), Recognizing (chapter4), Doing (chapter5), and Seeing (chapter6). It concludes with a chapter entitled" (Re) making a modular model. All the chapters except the last one end with (a) Rapid Reader Response; (b) Reflective Tasks; and (c) Exploratory Projects. Rapid Reader Responses have the same cluster of four textual questions which are repeated in all the six chapters. Reflective Tasks are designed to prompt extended and in-depth responses for specific questions that require critical reflection on the part of the reader. Exploratory Projects are meant to give opportunities for teachers to conduct their own situated investigations in a particular context. It also includes references and index.

The introductory chapter, *(Re)visioning language teacher education*, commences by brief descriptions of research on language teacher education. Next, the foundational stones

needed for constructing a comprehensive model for L2 teacher education are stated under two broad categories: globalizing perspectives, and operating principles. There are at least five inter-connected perspectives of postnational, postmodern, postcolonial, post-transmission, and postmethod perspectives that can help us understand the fast-evolving global context. The first three are related to broader historical, political, and sociocultural developments across the world while the last two pertain more narrowly to language teacher education (p.3). The widespread dissatisfaction with the concept of method resulted in a search for a new set of operating principles which can function for designing language teacher education for a global society. The operating principles are defined as the “core tenets” of the model (p.11). The *principles of particularity, practicality, and possibility* constitute the operating principles needed for constructing a viable comprehensive teacher preparation programs along with a brief explanation of each of them. Finally, the author discusses review and re-vision language teacher education in order to come up with a set of new and challenging priorities.

Chapters 2-6, as mentioned above, discuss individual modules. Chapter 2 provides a rich literature on labels and definitions of knowledge and names this module *Knowing* instead of *knowledge* since the emphasis is on the ways of knowing than on the body of knowledge. Kumaravadivelu proposes a simple frame of reference on its three constitutive components consisting of (a) professional knowledge; (b) procedural knowledge; and (c) personal knowledge, in which the nature and scope of these three types of knowledge is discussed in detail. The first refers to the received wisdom emanated mostly from experts; moreover, in the context of L2 teacher education, the professional knowledge relates to the fundamental concepts of language, language learning, and language teaching (p.24). The second deals with classroom management which includes talk management and topic management, while the third is about the individual teacher’s sense of plausibility, a sense of what works and what doesn’t (p.34).

Chapters 3 and 4, *Analyzing and Recognizing*, shift attention from theoretical discipline knowledge to the participants in the learning process: Chapter 3 considers learners, whereas Chapter 4 focuses on teachers. Chapter 3 focuses on learner needs, motivation and autonomy. This chapter refers to growing demands and expectations of a global society which are changing the nature of learner needs, motivation, and autonomy thereby exposing the inadequacy of traditional ways of analyzing and understanding them. Shifting too are motivational factors. It also includes a comprehensive review of motivational studies and stresses the students’ motivating drive behind language learning and the teacher’s responsibility of analyzing this motivation. Kumaravadivelu (2003) argues for a distinction between academic autonomy and liberatory autonomy. The former stands for learning strategies necessary for helping learners learn to learn and the latter, empowering strategies necessary for helping learners to learn to liberate. The chapter ends by mentioning some of the classroom implications of the new developments in the areas of learner needs, motivation, and autonomy that present both opportunities and challenges for teachers as well as teacher educators.

In the next chapter entitled *Recognizing*, Kumaravadivelu mentions that an effective use of teachers' knowledge and awareness of learners' needs, motivation, and autonomy depends on the teaching Self, the inner Self, that teachers bring with them to the practice of everyday teaching. Chapter 4 moves on to consider the teachers and their identities, beliefs, and values which are crucial issues that almost completely neglected until very recently. The writer mentions the importance of ability and willingness to exercise the agency and to formulate strategies of power and resistance among teachers in order to reach a desired teaching Self. However, teacher beliefs and teacher values are significant factors that shape the construction of teacher identities. Then the author touches upon the psychological construct of beliefs, and how they shape the educational disposition and decision-making on the part of present and prospective teachers. Because of close link between teacher beliefs and teacher values, Kumaravadivelu states the recommendations of philosophers John Dewey and Charles Taylor on nature of values and morality. The argument here is that how teachers can learn to interrogate their teaching Self using critical autoethnography as an investigative tool, and to draw a self-portrait connecting the personal, the professional, the pedagogical, and the political.

The following chapter addresses the fourth module, *Doing*, which deals more with the doing than with the doer. The doing part of the teacher consists of three componential parts: *teaching* that promotes desired learning outcome, *theorizing* that involves deriving a personal theory of practice, and *dialogizing* that seeks critical conversations with informed interlocutors as well as with one's evolving teaching Self. These three components reconnect directly with the three operating principles of particularity, practicality, and possibility. The doing of *teaching* in the language classroom is marked by efforts to maximize learning opportunities and mentor personal transformation.

Next, Kumaravadivelu highlights the types of teacher research that can potentially lead them to theorize what they practice and practice what they theorize (p.95) as well as a distinction between a professional theory and a personal theory of education. The chapter develops with the discussion of dialogizing based on cultural and educational theorists such as Mikhail Bakhtin, Etienne Wenger, and Gordon Wells. According to them, a truly dialogic interaction between participants can lead to personal and professional growth.

The final module of Kumaravadivelu's model, *Seeing*, provides necessary background information about the concept of seeing, and its connection to the language classroom. It draws upon Kvernbekk's framework for seeing (2000) which brings a philosophical outlook to the complexities and dimensions of the concept of seeing (seeing-in, seeing-as, and seeing-that). *Seeing-in* involves superficially looking at objects as they appear, *Seeing-as* can be described as identifying similarities and dissimilarities between past experiences, and the new ones, and *Seeing-that* is a higher form of seeing that involves critical application of knowledge. The author emphasizes any meaningful attempt to see what happens in the classroom must take into consideration different perspectives *learners, teachers, and observers* bring to the classroom, and the perceptions they develop about their classroom experience. The end of the chapter refers to methodological procedures and illustrative

examples for doing the seeing-that form of observation to assisting participants to make the connection between seeing and knowing.

The concluding chapter, *(Re) making a modular model*, explains a brief note on the nature of models, modules and possible ways of designing and delivering a model that is sensitive to local exigencies and global demands. According to Kumaravadivelu, a modular model is a cohesive and comprehensive framework for language teacher education for a global society; however, at the end of chapter 7, he mentions the challenge of change facing any innovative educational endeavor. In the last words of this book, the writer hopes that this book will open up new pathways to progress, prompting teachers (p.131).

In sum, the author's writing style is clear and easy to follow. Kumaravadivelu offers insights that are useful and useable for designing a coherent, comprehensive language teacher education program for a global society that is sensitive to local exigencies with a wide variety of national and international audiences and encourages language teachers and teacher educators to move forward, alter viewpoints and enlarge thought substance. The whole of the book is summarized on page 125 which includes Kumaravadivelu's framework for language teacher education what he called a *modular model*. The picture of the *modular model* on p.125 shows that each of the five modules—*knowing, analyzing, recognizing, doing, and seeing*—along with their independent as well as interdependent relationship between modules. A dynamic network of modules that interact in a complex way, a synergic relationship and flexibility are the most outstanding features of his model. The book opens a new vision towards positive change on searching for what is desirable.

## REFERENCES

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