iRecall Journal: An Indonesian Journal for Language Learning and Teaching
ISSN: (Print) | ISSN: (Online)
Volume: 01, No: 01, June – December 2023

The Indonesian Researcher for Language Learning and Teaching
https://journal.irecall.id/index.php/IrecallJournal

Initial Language Teacher Education

By Gabriel Díaz Maggioli

Fikri Yanda

The Indonesian Researcher for Language Learning and Teaching (iRecall), Bandung, Indonesia
The Indonesian Center for Social Science Research (ICSSR), Bandung, Indonesia
fikriyanda@upi.edu; fikri_yanda@yahoo.co.id

APA Citation:
Yanda, F. (2023). Book Review: Initial Language Teacher Education. *iRecall Journal: An Indonesian Journal for Language Learning and Teaching*, *1*(1), 83-86.

Received 26/05/2023

Received in revised form 26/05/2023

Accepted 26/05/2023

Book Title: Initial Language Teacher Education

Author: Gabriel Díaz Maggioli

Publisher: Routledge

Year of Publication: 2023

Pages: 160 pp.

ISBN: 9780367431563

Prices:
Hardback: USD $136.00 (hardback)
Paperback: USD $39.16
E-book: USD $39.16

Initial Language Teacher Education

Gabriel Díaz Maggioli

Within the last three decades, the discipline of initial language teacher education has undergone what is called as the Sociocultural Turn (Johnson, 2006). This shift necessitates considering teacher learning and professional development as a situated social and individual that is facilitated by opportunities for new teachers to acquire the mediational skills required to fully engage in teaching-focused communities of practice. At the practical level, much of what takes place in teacher education classrooms still follows traditional models that emphasize passing on to teacher candidates either pre-existing theories or pre-existing practices for teaching languages. Initial Language Teacher Education by Gabriel Díaz Maggioli, an academic advisor to the Institute of Education at Universidad ORT Uruguay, South America; the vice president of IATEFL, and an active member and contributor of TESOL International Association, describes the long process of becoming a language teacher. To Maggioli, this process includes a much more active and interactive attempt in which different levels of expertise are served. Through reciprocal, intentional scaffolds, the novice teachers are empowered to be able to practice theory while also theorizing practice.

Started with an introductory chapter, the monograph consists of four parts that basically serve as chapters. The book follows the same organizational principle in the Routledge series Research and Resources in Language Teaching edited by Anne Burns (a professor in TESOL at the University of New South Wales, Australia) and Jill Hadfield (a senior lecturer in the School of English and Applied Linguistics at Unitec, Auckland, New Zealand). The series attempts to amalgamate the most recent studies in language education with innovative classroom pedagogical practice. Like other books in the series, Gabriel's text provides summaries of recent studies on a certain topic, particularly initial language teacher education (ILTE), that are connected to a variety of useful and immediate applicable instructional activities.

As the first part of the text, Part 1 "From research to implications" provides a summary of recent research on initial teacher education (ITE), with a particular reference to the concept of "the Sociocultural Turn" (Johnson, 2006). Such a viewpoint emphasizes teacher learning as originating from interactions within communities of practice and views teachers as lifelong learners of teaching. In addition, this part of the text also highlights studies on initial teacher education candidates' self-authorship process and how such a process is aided and/or hindered by prior teaching and learning experiences that directly affect how novice teachers view teaching. Finally, this part concludes by discussing recent advancements in ITE and also introduces a framework that implements a genuine research-based pedagogy for initial teacher learning. The framework is called the ENABLE model

that includes six steps as it is represented in each letter of the term, namely engaging, noticing, accessing, bridging, launching, and extending.

After discussing a research-informed viewpoint on ITE and its implications, this book shifts its focus to the ENABLE framework's actual implementations. Part 2 showcases 46 ITE activities as examples of mediated learning experiences where, key concepts, practices, and dispositions are co-constructed among student teachers, their teacher of teacher (ToT) (Malderez & Wedell, 2007) or teacher educator, and the students they teach. The activities were divided into three primary learning areas that correlate to the three main steps in the self-authorship of early career teacher candidates. These three phases are learning how to see, learning how to do, and learning how to become. In addition, each activity specifies the type of mediation it supports, namely self-mediation, peer mediation, and/or expert mediation. It also recommends the strategies of implementing it in both offline and online teacher education settings.

Part 3 offers various potential applications of the activity sequences established in the previous part as they may be performed in different ITE procedures in the profession. Thus, full teaching sequences are described for diploma courses and short-term certificate, university-based bachelor programs, and lastly, post-graduate programs, such as masters in language teaching. Each procedure offers a potential application of the ENABLE framework, and recommendations are made for how to meet the learning and teaching needs of distinct ITE audiences with various levels of teaching knowledge and/or expertise. The final part of Maggioli's monograph revisits research and consider how ToTs might create their own research projects to improve their instruction. By carefully reading the research narrative of a ToT (Mel), readers are expected to be able to access the key ideas of classroom-based research. Moreover, by analyzing the ToT's research journey, readers can learn how to conduct action research. The part concludes by highlighting Mel's research story and the practical application of the theoretical foundations discussed in Part 1.

In this book, Maggioli adopts a distinctly sociocultural perspective by providing a framework for ethically mediated interaction between student teachers and their fellows, the pupils they teach, and the ToT who designed the course. The framework (ENABLE) is easily adaptable enough to consider different tempos and environments for teacher learning. For aspiring teachers to acquire the knowledge, skills, and dispositions that are essential to the activity of second/foreign language teaching, Maggioli's practical activities that aid in putting the framework into practice capitalize on a perspective of learning that promotes career-long teacher development. These practical activities also allow the teacher candidates different forms of interaction.

This book will inspire teachers to instill sociocultural practices into their own pedagogical contexts. Maggioli's framework of ENABLE is original and innovative to encourage the examination of student teachers' experiences as

learners while assisting them in the development of fundamental concepts, practices, and dispositions that generate excellence in pedagogical instruction. This innovative framework also offers mediated learning opportunities centered on the professional development of student teachers, a strategy that enables them to conceptualize their own practices and assume intellectual ownership of that development.

The book bridges the gap between theory and practice in teacher education by combining an extensive body of current research with useful classroom techniques. Although the book is contextually specific in field (the teaching of English to speakers of other languages/TESOL), country (UK), and perspective (Uruguay, the Global South), Initial Language Teacher Education serves as an introduction to research on how language teachers learn to teach prior to their commencement of practicing, as well as teachers of teachers. It is a valuable reference to teacher practice and research in language teaching and learning.

References

Johnson, K.E. (2006). The sociocultural turn and its challenges for second language teacher education. TESOL Quarterly, 40(1), 235–258. https://doi.org/10.2307/40264518

Malderez, A., & Wedell, M. (2007). Teaching teachers: Processes and practices. Continuum.