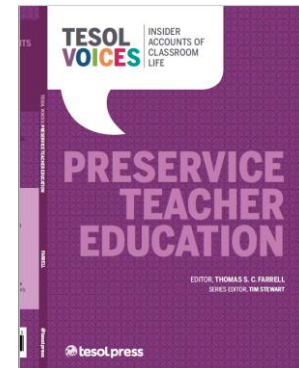***Preservice Teacher Education* (2017)**
Thomas S. C. Farrell (Ed.)
TESOL Press
Pages: vi + 107
ISBN: 978-1-945351-18-1
Cost for Non-Members: $30.95 (Paperback); $21.67 (PDF file)
Cost for Members: $24.76 (Paperback); $17.33 (PDF file)

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Preservice Teacher Education is an edited volume in the TESOL Voice series from TESOL Press. Edited by a leading authority on reflection in teacher education, Thomas S. C. Farrell, Preservice Teacher Education focuses on improving the quality of preservice teacher (PST) education in the field of TESOL. Covering 107 pages in four thematic sections (Online Voices, Program Voices, Service Learning Voices, and Classroom Voices), the 30 authors reflect on their experiences in developing and applying service training, discussion, reflection, and focused-observation techniques to help PSTs deepen their understanding of theory through practice and, at the same time, improve their practice through application of deeper understandings of theory. The various voices (teacher educators, pre- and in-service teachers, English learners) in this 12-chapter volume share their successes, failures, and recommendations for improving PST education.

Editor and author Thomas S. C. Farrell stresses that what preservice TESOL teachers learn in their university classes does not always prepare them for the realities of teaching. Collectively, the authors argue for the need to engage preservice teachers in learning activities that are grounded in theory. They underscore the need to hear the voices of both teacher educators and preservice teachers in research on TESOL education. The chapters thus include a variety of voices (teacher educators, students and graduates of master's and doctoral programs, and in-service teachers) from a variety of contexts (Canada, China, Ireland, Singapore, Texas). Each chapter opens with a quote or story (e.g., personal experience, analogy) that contextualizes and represents its focus in TESOL PST education. Both chapters of *Section 1: Online Voices* caution against the uncritical acceptance of new educational technology. "Chapter 1: Examining the Effectiveness of Online Discussion Forums for Teacher Development" concludes that while asynchronous online discussion (i.e., *languaging*) can deepen understandings of existing knowledge, face-to-face and synchronous online interaction, particularly in small groups and with goals and structure, is more suitable for discussion and the collaborative construction of new knowledge. Employing a concordancer to identify word clusters in graduate students' digital texts, "Chapter 2: Prospective and Practising Teachers Look Backwards at the Theory-Practice Divide Through Blogs and E-Portfolios" finds blogs facilitate collaborative construction and

sharing of knowledge. Both e-portfolios and blogs can promote reflective thinking. The chapter advocates the use of prospective reflection in PST education and suggests employing reflective activities that match PSTs' levels of teaching experience.

Section 2: Program Voices. "Chapter 3: Bridging Theory and Practice from the Ground Up: Reflections from a Master's in TESOL Program" describes an MA TESOL program that emphasizes reflection and early and ongoing field experience to help students link theory with practice. Suggestions include introducing education theory in easier-to-understand increments and encouraging PSTs to become independent, reflective practitioners and participants in TESOL research. "Chapter 4: Making the Application of Teaching Writing Overt for Preservice Teachers" addresses a situation in which PSTs indicated they did not believe they could apply a process approach to writing in their own future teaching after having just learned about it in an education course. The chapter concludes that making the purposes of teacher education courses more explicit will help facilitate the transfer of learning. "Chapter 5: Moving Beyond Sink or Swim: Aligning Training with Classroom Reality in ESL Coteaching" addresses preparing MA TESOL PSTs for the challenges of co-teaching with content teachers, which include working with multiple teachers, lack of planning time, absence of mutual trust and respect, and worries about deficiencies in content knowledge. The PSTs expressed a desire for mentoring, feedback, and training in collaborative teaching models useful for different contexts.

Section 3: Service Learning Voices. "Chapter 6: Reflections on Service Learning" describes a TESOL methods course conducted at a K-8 school that stresses service-learning, individual reflection, and group reflection on shared experiences. Cycles of reflection and action involving discussions and peer feedback helped PSTs link theory with practice and meet the needs of students. "Chapter 7: Enriching Graduate TESOL Methods and Materials Courses with Academic Service-Learning Pedagogy" describes how reflecting on service learning experiences in an adult ESL program improved graduate PSTs' teaching practice, awareness of individual student needs, and understanding of theory. The chapter stresses that effective service learning is responsive to the needs of all stakeholders and should lead to transformative ESL education that addresses sociocultural and sociopolitical issues relevant to learners and communities (Kumaravadivelu, 2003). "Chapter 8: Situated Learning Experiences of General Education Teachers: Teaching Content to English Language Learners" describes a program for pre-service content teachers based on the principles of situated learning and peripheral participation (Lave & Wenger, 1991). While the PSTs' teaching methods and awareness of English learners showed some improvement, many of them failed to discuss SLA theory and English learners in their written teaching philosophies.

Section 4: Classroom Voices. "Chapter 9: Seeing Trees in the Forest: Using Focused Observation in Preservice TESOL Teacher Education" describes how MA TESOL students employed focused observation techniques, while watching recorded and live lessons, to avoid cognitive overload and acquire pedagogical knowledge more efficiently. The chapter additionally stresses the need to focus on *learning* as much as *teaching*. "Chapter 10: Reflective Writing Feedback: Moving Practice Beyond the Constraints of Research-Driven Recommendations" describes how PSTs reflected on their own corrective feedback (CF) experiences in order to develop empathy and an awareness that effective written CF is responsive to context and individual students' needs. The chapter recommends conferencing and student journals as means of learning English learners' perceptions of CF. In "Chapter 11: The Corrective Feedback Assignment: Seeing Error Correction in Slow Motion," TESOL master's students transcribed and analyzed (Brown, 2007) videotaped examples of CF to deepen their

understanding of CF methods, how CF might be perceived by learners, and how effective CF is context dependent.

In the concluding chapter of *PTE*, "Chapter 12 Conclusion: Bridging Gaps, Making Links, and Designing New Spans in TESOL Teacher Education," editor and author Farrell summarizes each chapter and organizes them into themes. He stresses the need to hear the voices of both teacher educators and PSTs in order to design TESOL education that links *theory* (i.e., what PSTs learn in university classrooms) with *practice* (i.e., what TESOL teachers experience in classrooms with ESL students).

In sum, *Preservice Teacher Education* is a collection of accessible and easy-to-read reflections on how teacher educators, pre-service teachers, and in-service teachers employed reflection and discussion, as well as other techniques such as focused observation, to bridge the gap between theory and practice in TESOL education. The inclusion of various voices lends authority to the views, claims, and suggestions presented in this well edited volume. Both the reflection and sharing of successes and failures, so readily offered by the volume's authors, bolsters the credibility of this authoritative work. Teacher educators, pre- and in-service teachers, and language practitioners interested in reflective practice that bridges the gap between theory and practice in the field of TESOL are well served by the contents of this volume. From the first chapter to the last, and every other chapter in between, readers are certain to find a great many ideas and suggestions easily applied in their own classrooms. More importantly, perhaps, these "insider accounts of classroom life" will no doubt lead to new understandings not yet fully experienced in the realities of teaching today. This volume is certain to shrink the gap between theory and practice in the field of TESOL preservice teacher education for years to come.

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