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Book Review

B. Kumaravadivelu, *Language Teacher Education for a Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing and Seeing*. New York: Routledge, 2012, 148+ xiii pp. ISBN 978-0-415-87737-4 (hbk), ISBN 978-0-415-87738-1 (pbk)

Language Teacher Education for a Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing and Seeing is a book of the Routledge ESL and Applied Linguistics Professional series. It is intended primarily for student teachers, practising teachers and teacher educators in the field of language teacher education, and to be a valuable book to provide them a necessary conceptual framework and practical strategies in the new global context, and to help them “become strategic thinkers, exploratory researchers and transformative intellectuals” (p.x).

This book is divided into 7 short chapters, the first and last chapters as the introductory and concluding chapters respectively, other chapters deal with specific aspects of a context-sensitive framework for language teacher education (Kumaravadivelu calls it “a module model”, p.123).

The approach taken in each chapter is to begin with an overview, then to discuss module components or other major points, and finally, to set up a closing with a further reflection and discussion, except the last chapter, plus rapid reader response, reflective tasks and exploratory project(s) for the readers to do.

The Preface states that “KARDS model” is the fruit of the author’s “several years of reflection, review and renewal” about designing a coherent and comprehensive framework for language teacher preparation, and explains that the book will mainly deal with the modular model’s construction and its five constituent modules. The acronym KARDS, standing for five “dynamic verbs”- Knowing, Analyzing, Recognizing, Doing, and Seeing, represents the author’s intention of “designing cyclical,

process-based, transformation-oriented, holistic modules” rather than “designing linear, product-based, transmission-oriented, discrete courses” (pp.ix-x).

Chapter 1 begins by highlighting the need for a cogent, coherent and comprehensive model for second and foreign language (L2) teacher education, and then discusses five inter-connected perspectives that the author argues should guide language teacher education in the global context. Post-national, postmodern, postcolonial perspectives help the reader reflect on the broader historical, political, and sociocultural contexts confronted by language teaching and teacher education. The post-transmission and post-method perspectives emphasize the individual in language teacher education. The author further contends that all these perspectives and the principles of particularity (context sensitivity), practicality (the relationship between theory and practice), and possibility (critical pedagogy that raises sociopolitical consciousness) provide the conceptual underpinnings necessary for designing a model for language teacher education that is sensitive to global and local exigencies, namely, a KARDS model.

Chapter 2 focuses on the first module *Knowing*, which means more emphasis “on a process of knowing” than “on the body of knowledge” (p.20). After briefly reviewing the definitions for teacher knowledge, the author categorizes it into: professional knowledge (content knowledge produced by experts), procedural knowledge (instructional and classroom management strategies), and personal knowledge (one’s self- reflection on personal identity and beliefs, and sense of plausibility).

Chapter 3 deals with the module *Analyzing*, which calls for L2 teachers to develop knowledge and skills necessary to analyze and understand learner needs, motivation and autonomy. It points out that on-going economic and cultural globalization and its impacts are changing learner needs and motivational factors and leading to a “paradigmatic shift” in the L2 motivation research agenda that L2 researchers are turning to recent developments in cognitive psychology, to postmodern thoughts, and to critical pedagogy. It also considers the implications of learner autonomy in the classroom, especially liberation autonomy, and explains how these changes might shape L2 teaching and teacher education.

The discussion of the module *Recognizing* in Chapter 4 is based on “we cannot separate the teacher from teaching” (p.55), and focuses on the needs for language teachers, who are moral agents, to recognize and renew the identities, beliefs, and values that they bring into the practice of everyday teaching, namely, “teaching Self”. It argues that teachers need to learn to use critical auto-ethnography to interrogate their teaching Self, and to draw a self-portrait connecting the personal, the professional, the pedagogical, and the political.

Chapter 5 focuses on the *Doing* part of teacher's pedagogical practice. It outlines the importance of doing if one is to be an effective language teacher and transformative intellectual, and discusses its intertwined components in the language classroom: teaching (marked by maximizing learning opportunities and mentoring personal transformation), theorizing (deriving a personal theory of practice through classroom-based inquiry), and dialogizing (critical conversations with informed interlocutors and with one's evolving teaching Self).

The final module, *Seeing*, discussed in Chapter 6, begins with the clarification of the concept of seeing in the context of learning and teaching and its connection with the language classroom, and then discusses classroom activities from three inter-related perspectives: learner perspective, teacher perspective, and observer perspective. The author encourages teacher educators and student teachers to seeing-as and seeing-that rather than seeing-in (superficially looking) what happens in the classroom, which means going beyond "immediate sensory perception" (p.100) to interpret the dynamic relationship between seeing and knowing in a critical approach.

Chapter 7 offers a summary of the modular model. It concludes that "the model presents a dynamic network of modules that interact in a complex way" (p.125), and has the potential to help present and prospective L2 teachers to meet the challenges of language learning and teaching needs and wants and situations within a globalizing world.

The book offers in-depth discussions of an innovative model for language teacher education, which aims at preparing more effective L2 teachers who are sensitive to linguistic, cultural, and educational demands of the global society as well as local exigencies. Following the tenets of critical theory and critical pedagogy, the main body of the book, which deals with the model, is organized by considering a series of questions facing L2 teachers, including prospective and practising teachers and teacher educators: (a) how to build a viable knowledge base of language teaching; (b) how to explore learners' needs, motivation, and autonomy; (c) how to recognize their own identities, beliefs, and values; (d) how to do the right kind of pedagogical practice, including teaching, theorizing, and dialogizing; and (e) how to monitor their own teaching acts by taking into account learner, teacher, and observer perspectives on classroom events and activities. Obviously, it aims at providing a scaffold for teachers to build a holistic understanding of what happens in the language classroom. In addition, the emphasis of critical approach in the book not only helps the reader's reflection and action but also forms its major feature.

The book details the issues of language teaching and teacher education, such as language teacher learning and teacher cognition, language teaching methods and

strategies, etc. Although no chapter or section is called “the knowledge base of language teacher education,” the discussions about this issue are inevitable throughout the book. Please note two different but relevant concepts: “the knowledge base of language teaching” and “the knowledge base of L2 teacher education”. The former is “what language teaching involves and what language teachers need to know and be able to do in order to educate language learners effectively” (Graves, 2009); the latter refers to what it is that language teachers need to know and understand to be effective teachers and how that knowledge is incorporated into language teacher education (Tedick, 2005). Freeman and Johnson (1998) say that “language teacher education is primarily concerned with teachers as learners of language teaching rather than with students as learners of language” (p.407). It is easy to find that the author has the same point of view; however, there is not much discussion about the challenge with language teaching in the book, that is, the teacher uses language to teach language.

The book is handy and well designed, with appropriate model diagrams as illustrations. One can read it quickly because of the shortness of each chapter and the style of presentation. Overall, this book presents a useful contribution to the field, integrating research and practice to highlight useful conceptual frameworks, guidelines and practical strategies for conceiving and construction of context-specific language teacher education programs.

References

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