

Language teacher education for a global society: A modular model for knowing, analysing, recognizing, doing and seeing

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Routledge: London and New York. 2012 pp. 148 pages.

This book aims to empower student teachers and teachers across the globe to base their teaching within context sensitive pedagogy through five modular models for *knowing, analyzing, recognising, doing* and *seeing* (KARDS), and ends with the (re)making of a modular model, aiming to look for 'the patterns that connect' (p.131).

This modular model is to answer the interweaving globalizing perspectives in ELT: *post-national, post-modern, post-colonial, post-transmission* and *post-method perspectives* (p.2-9). In dealing with these perspectives, thus, context sensitive pedagogy, geared toward three operating principles is suggested: *particularity, practicality* and *possibility*. These principles enable teachers to contextualize teaching into the locals, theorize what teachers practice and vice versa and favours 'socio-political consciousness' (p.15) toward the ELT body of knowledge.

Knowing urges student teachers to enhance their professional, procedural and personal knowledge. It refers to the understanding of subject matter: 'about language, language learning and language teaching' (p.25-27), 'knowing to manage classroom learning and teaching' (p.29) and a 'teacher's reflection, reaction, insights and intuition' (p.32) toward professional and procedural knowledge system respectively. Online corpora such as *British National Corpus* <http://www.natcorp.ox.ac.uk/>, *The Corpus of Contemporary American English* <http://corpus.byu.edu/coca/>, *Michigan Corpus of Academic Spoken English*, and <http://quod.lib.umich.edu/m/micase/> are good resources to enhance student teachers' and teachers' professional and personal knowledge.

Analyzing sensitizes the student teachers to be well-informed about a student's need, motivation and autonomy. These are considered as prominent aspects in ELT as successful language teaching cannot be made in their absence.

Recognizing urges student teachers to reflect on their own beliefs, values, and identities inherent in their profession, which eventually pushes them to realize their own teaching self. These beliefs, values and identities reveal complexity and dynamicity and might be the result of particular discourses pervasive in its zeitgeist (Morgan, 2007).

Doing emanates from the vital practice of teachers in the classroom. This module pertains to teachers teaching, *theorizing* and *dialogizing* with students. *Theorizing* is a critical activity in which teacher base their personal theory on what works and what does not work in the classroom. *Dialogizing* is the form of 'dialogic inquiry' (p.90) in which teachers need to share and discuss their personal theory to their 'community of practice' (Wenger, 1998, p.45).

Seeing integrates student, teacher and observer perspectives in one entity where student teachers and teachers need to be sensitive on 'seeing that' (p.110), seeing beyond the 'surface language' from students, make use of it for teaching consideration, and arrive at 'educated guess' on what it really means.

(Re)making modular model substantiates the notions of *model* and *module*, *design and delivery*, *challenge and change*. *Model* is 'the simplified picture of the real world' of teaching and *module* is an 'independent or interdependent component (sub-system), which may work on its own or should be integrated into a large system, while *'design and delivery'* is the need for student teachers and teachers to appropriate a modular model in the classroom.

This book is highly recommended for teachers, especially those who wish to sustainably reconstruct their 'complex identity formation' (Tsui, 2007, p.657) and insightful as each chapter ends with a *rapid reader response*, *reflective tasks* and *exploratory projects*. It also provides more insights for any attempts to promote 'particularity' for English teaching as in teaching English for 'glocalized communication' (Lin, Wang, Akamatsu & Riazi, 2002, p.295). In the end, it is not a ready-made teaching tool but is likely to be helpful for those who wish to 'reconstruct what it is taught and how it is taught' (Panaritis, 1995 cited in Klein, 2006, p.16) as 'knowledge is always going to be incomplete' (Barnett, 2012, p.69).

References

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