

Suggested Readings

Research on Second Language Teacher Education: A Sociocultural Perspective on Professional Development

Karen Johnson and Paula Golombek (Eds.) (2011).

ESL and Applied Linguistics Professional Series. New York: Routledge. (285 pages).

ISBN-10: 1873630441

ISBN-13: 978-1873630440



Professional development of second language teachers is extremely important for effective second language (L2) acquisition. This book fills the gap in our understanding of the complexities involved in the professional development of second language teachers in diverse socio-cultural, institutional and historical contexts in which second language teacher education takes place. It represents research from both native and non-native English speaking L2 teachers including those in pre-service, in-service, ESL, EFL, K-12 and higher education. It consists of fourteen empirical research studies that embrace a sociocultural theoretical perspective on diverse Second Language Teacher Education (SLTE) programs around the world including North America, South America, Asia and Europe.

The book begins with an introduction to the sociocultural and theoretical perspectives of the professional development of teachers followed by five sections. Section one consists of three papers on cultural diversity and teacher

identities. This section includes papers on how to become a culturally responsive teacher in an immersion experience abroad; empowering non-native English-speaking teachers to challenge the native speaker myth; and on working towards social inclusion through concept development. Section two consists of three papers related to concept development in L2 teacher education. It deals with topics such as the power of context in conceptualizing teaching; a longitudinal study on embracing literacy based teaching; and a conceptualization of literacy as developed by a Chinese teacher. Section three is about strategic mediation in L2 teacher education and consists of four papers on dynamic assessments in teacher education; Moodle as a mediational space; enriching informal knowledge in the grammar class; and strategic mediation in learning to teach. Section four focuses on teacher learning in inquiry-based professional development. This section has two papers on teacher learning—learning through a critical friends' group and through lesson study. The last section is about navigating educational policies and curricular mandates through ten years of efforts in curricular reform and on learning to teach within curricular reform. Both these papers are in the context of South Korea.

This book is an extremely important contribution to understanding how teachers think, and their practices, skills and tools across diverse sociocultural backgrounds and geographic locations. Such research in turn helps teacher trainers to understand ways in which deliberate and strategic means can help to create opportunities for teachers to move towards pedagogically and theoretically sound teaching practices.

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**Succeed in TEFL -
Continuing
Professional
Development:
Teaching English as a
Second Language.**

London: Cambridge
University Press.

Riddell, D. (2015).

Paperback | 320 pages

ISBN10 1444796062

ISBN13 9781444796063



Succeed in TEFL is an ideal document for teachers looking for innovative ways to develop expertise in teaching as well as academic managers wanting fresh ideas on how to foster continuing professional development. It is also a unique guide for English teachers. In this book, the author gives a lot of information on the role of observation in class. It also has a chapter on teaching exams. This book is very helpful for those who want to become a trainer, i.e. help others teach language. It has been designed on the basis of doing action research. This book emphasizes on using online resources and becoming a good academic manager which eventually helps organization and institutions in their placement strategies. It is indeed a significant book for all teachers of English as a foreign language as it presents innovatively designed teaching materials in a systematic fashion. Additionally, it also addresses key issues such as materials and testing. Through this book, the author presents a range of case studies and interviews from teachers who have the

experience of working in different countries and contexts. In this sense, the hands on experience of practitioners makes it a unique document. Moreover, these case studies bring a fresh insight to the topics covered, which combined with various tasks, makes this an engaging and practical handbook.

Although this book addresses the role of communicative interaction in driving various dimensions of second language development, it does not include the regional and dialectical variations apparent in English. The author examines a wide range of topics to illustrate how individuals are part of the society and are united in their interactions. The role of first language use however has not been taken into account. Theoretical discussions and key concepts are reinforced and illustrated with detailed qualitative analyses of contexts. Each chapter includes pedagogical recommendations that may be tried out by the teacher in the classroom. This is therefore a relevant text for teachers of English or for that matter for teachers of any language since it has little or no theoretical presuppositions.

**Key Topics in Second
Language Acquisition**

London: Multilingual
Matters.

Cook, V. and Singleton,
D. (2014).

Hardback - 168 pages,
ISBN: 9781783091805



Key Topics in Second Language Acquisition is a textbook that offers a generic overview of eight topics in second language acquisition research. It offers glimpses of how researchers studying second language acquisition have tried to answer common questions pertaining to it. Each chapter has an introductory discussion of