
Maggioli, G.D., *Initial Language Teacher Education: Research and Resources in Language Teaching*. Routledge, 2023, 144 pp., Rs. 3,030, ISBN 9780367431563 (Paperback)

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Teaching, besides being the most complex of human endeavour, is a particularly difficult one to transact. It is perhaps the only profession where the least experienced members are given the most challenging of tasks, requiring the highest level of experience and knowledge. Despite this ground reality, teachers are left to their own devices in the real-life classroom without the benefit of a comprehensive internship programme. Till very recently, the complex nature of teacher preparation was generally viewed from a discrete perspective, failing to address the growing concern about the teacher as an individual situated within a complex, pulsating classroom. In the Indian context especially, this aspect is sorely missing. Today, teacher preparation can no longer merely rely on traditional assumptions. There are a plethora of reasons. We can see how technology and globalization have impacted existing educational paradigms, resulting in a need for a changed perception of teachers' preparation. Moreover, mounting research on child development has also transformed the understanding of classroom settings and pedagogy (Schuck et al., 2018). In this regard, the book *Initial Language Teacher Education* (ILTE) is no different from other areas of teacher education.

ILTE provides an understanding of how language teachers learn to teach before they begin practising in a real-life classroom. The teacher educator must develop a deep understanding of these theoretical constructs and their translation into practice before initiating the teacher intern into its modalities. It is deeply rooted within the *Sociocultural Turn* (Johnson, 2006), causing a shift from a technical-oriented vision of teacher preparation to a socio-cultural one. According to Burns and Hadfield, in their note on ILTE, teacher learning is a situated social and individual process, providing opportunities for the new teacher to use mediational tools to participate in communities of practice oriented towards teaching. ILTE works on the basic understanding of the integrative nature of the technical and social educational components and how they impact pre-service language teacher preparation, learning and development. This book becomes vital as it negotiates and bridges the space between theory

and practice. The theoretical work follows the organizational framework of the series' other books. The basic organization is:

Part 1- from research to implications, focusing on the current research on the topic and its implications for classroom practice.

Part 2- from implication to application, focusing on transforming research outcomes into classroom practice through practical, doable activities.

Part 3- focuses on methodological suggestions for how the activities of Part 2 can be used in the classroom.

Part 4- from implementation to research, focusing on suggestions for professional development and action research.

This framework fosters the exploration of student teachers' experiences as learners while helping them develop core concepts, practices and dispositions that encourage excellence in teaching.

Maggioli's resource book works around a critical thesis. Is it enough to teach to be a teacher? In fact, in the present-day context, it is essential that teachers not merely teach but also engage their learners, build on prior knowledge, and group students to process learning and provide feedback. Working on this basic premise, the book focuses on research and practices associated with the formal education of language teachers before they enter the real-life classroom to become a practitioner. The author examines theoretical constructs and their translation to mediated practice between aspiring teachers, their peers, students they work with, and teacher educators. Mediated learning experiences based on student teachers' professional development support their practice and praxis of their professional development. The book reaffirms how participation in communities of practice is beneficial to the practice of veteran and novice teachers, co-building new meanings about teaching and learning as they examine age-old traditions of teaching—the look and learn, using knowledge to inform practice, think and learn, think through action and the cycle of reflective tradition. The book's progression is viewed in terms of concrete activities in Part 2 (from implications to application) and Part 3 (from application to implementation). An exhaustive list of activities is discussed and described in detail; the Vygotskian perspective involving the experienced teacher and the student teacher takes on a new avatar.

In many respects, Maggioli's book is novel in its approach, addressing major gaps in initial language teacher research and practice. It is