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Book Review

FARRELL, THOMAS S. C. *Promoting Teacher Reflection in Second Language Education: A Framework for TESOL Professionals*. New York: Routledge, 2015. Pp. xii, 138. \$42.82, paper. ISBN 978-1-13802-504-2.

Authors

- **DAVID SCHWARZER** Montclair State University

All of the teacher education programs I have worked with inside and outside the United States have encouraged their participants to engage in reflective practice. However, a clear definition of reflection is seldom specified. The purpose of this important and useful book is to provide both a proven framework for reflecting on practice and a (re)definition of reflective practice.

Farrell starts with a survey of definitions of reflective practices presented during the last decades. Although this survey is not extensive, up to date, or complete, it provides a suitable context for the development of his 35-year-long journey as a reflective practitioner. His journey concludes with the development of his essential framework for reflecting on practice. This framework encompasses five major components: philosophy, principles, theory, practice, and beyond practice. Farrell explores each one of the components in a separate chapter and then uses the last chapter, “Navigating the Framework,” to provide examples of how the reflection framework can be useful for teachers.

The most important features of the book are its accessible language; its use of concrete examples, vignettes, and case studies; and the “Reflective Moments” and “Chapter Reflection” assignments throughout the book. Again, it makes this complex aspect of teaching immediately practical and useful. One of the biggest strengths of the book is the use of plentiful and advantageous experiences that could be used in teacher education classroom settings to promote student reflection. Its checklists, self-assessments, guiding questions for discussion, questionnaires, and other types of prompts are a significant and worthwhile addition to the field of reflective practice in general and commendable in particular for second language (L2) language educators. As an experienced teacher educator, however, I wish the author had published some of these useful and teacher-friendly resources as appendices that could be easily reproduced by teacher educators.

Farrell provides his (re)definition of reflective practice only at the end of the book:

A cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and while engaging in dialogue with others use the data to make informed decisions about their practice both inside and outside the classroom. (p. 123)

Again, this masterful choice of placement is another didactic opportunity for readers to promote reflective practice. Farrell explains that he decided to make the points related to his framework and then end the book by presenting his (re)definition. Although some readers may have some concerns about this organization, I applaud Farrell's decision. The format of the book supports the theoretical underpinnings he is trying to promote.

Two aspects about the intended audience and usefulness of the book merit additional comment. Although Farrell presents this book as useful for all teacher educators in all teacher education programs, I believe it is particularly useful for L2 teacher educators and less useful for general teacher educators in mainstream settings. This comment should not be taken as a criticism. Most of the examples, vignettes, and reflection opportunities are particularly relevant to language teachers in L2 settings. Its specificity and usefulness for teaching English as a second language (TESOL), bilingual, and other L2 settings should be highlighted as one of its important merits.

Farrell also presents this book as useful for both students enrolled in teacher education programs and for teacher educators and administrators who mentor teachers as part of their daily responsibilities (both mainstream and TESOL ones). I do not believe this book is particularly useful for students enrolled in a mainstream teacher education program. It will be useful for students enrolled in a TESOL certificate program, given that its scope and purpose will help them to reflect on their practice. However, this book is a must for teacher educators and students enrolled in graduate-level programs in all areas of expertise that prepare them to either mentor or supervise teachers in general and L2 teachers in particular.

Although Farrell's literature review of the area of reflective teaching in the book is not complete or current, and although his proposed framework for Reflecting on Practice and his (re)definition of reflective practice are not groundbreaking, this book is a useful resource for teacher educators, administrators, and student teachers enrolled in L2 programs. It presents complex phenomena in practical and accessible ways. Moreover, the volume provides strategies and examples to promote reflective practices in teacher education programs in general and L2 programs in particular.

DAVID SCHWARZER
Montclair State University