



then it should be employed consistently. Spanish names are frequently missing accent marks. Hyphens are not always where someone outside the field might expect them, but there is considerable consistency in their omission. Curiously, there is sometimes a phantom hyphen in the last name of one of the editors, Cabrelli-Amaro (e.g., p. 134), but as is apparent from the cover, she does not use it. There are also several typos in the mere handful of German entries. The lists of works cited present a number of inconsistencies, especially with names. That is unfortunate, given the reference value of these sections. In fact, in that regard a composite bibliography would have been a nice touch.

That said, the importance of these mechanical issues, at least in the opinion of this reviewer, should not be overblown.

The index, which fits on two pages, is adequate without attempting to be comprehensive. It was not clear why some of the items included abbreviations whereas others did not. Likewise, the criteria for which languages have entries and which do not are neither stated nor intuitive.

At \$135, this volume is unlikely to grace many private collections, but it would be a worthwhile addition to all serious university libraries. It is valuable for anyone engaged in L3 research. Furthermore, individual chapters would be of interest to certain constituencies. On multiple occasions, the authors point out ways in which L3 investigations shed light on L2 acquisition. For example, the L2 instructor should note the usefulness of studies involving relative clauses, thereby underlining their importance as more than just another point of grammar. To provide another example, those interested in neurolinguistics may well benefit from Bardel and Falk's discussion (p. 70 and subsequent). Finally, most language pedagogy teachers and students will likely find de Bot's contribution, titled "Rethinking Multilingual Processing," worthwhile.

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FARRELL, THOMAS S. C. *Reflective Writing for Language Teachers*. Bristol, CT: Equinox Publishing, 2013. Pp. x, 163. \$39.95, paper. ISBN 978-1-84553-537-7.

We have only to read a few pages of this book to sense the author's respect for teachers and his desire to provide them with new ways of

approaching their profession. He proposes that reflection clarified by writing will help language teachers be better at what they do and, in addition, feel better about it.

Farrell, a former teacher of English as a second language (ESL), is now a widely read author and a respected teacher educator and professor of applied linguistics. He grounds this study in his experience in the classroom as well as on research in his areas of professional expertise. Because his first career was in ESL, many examples are drawn from that field, but the issues and solutions he presents will resonate with teachers of other languages as well. Novice, mid-career, and long-time language teachers may find in this book ways to make their teaching more rewarding. By helping us to reflect on what we think we do, what we do, and what we think about what we do, this book can inspire and guide us to find within ourselves the tools to improve our teaching.

It is obvious that Farrell has benefitted from the process of reflective writing that he painstakingly provides to readers. The format used for all seven chapters is clear, beginning with a preamble that proposes a main question dealing with reflective writing. He follows with analyses of best practices drawn from his research and from a review of the literature on teacher development (with an extensive list of references). Interspersed within these sections are anecdotes, case studies, and, of greatest interest, sets of reflection journal questions for teachers to write about and to discuss in groups or with a "critical friend" (p. 47). Ranging in number from just a couple of inquiries to long lists of questions, these writing guides prompt different kinds of reflection. Some focus on the chapter content; for example, in Chapter 1 where Farrell explores types of professional development available to (and sometimes imposed upon) teachers. Other questions ask readers to clarify their perceptions of their professional trajectories and analyze critically some quite personal aspects of teaching. In Chapter 2, "Reflective Practice," we find this question: "If you discovered that you really did not like teaching after reading this book and engaging in intensive reflective practice, would you consider giving up teaching?" (p. 53). Later in the book readers are asked to explore their attitudes toward writing, partly to show that the act of writing is the key to thorough and helpful reflection. By slowing down thoughts and requiring a commitment, writing of all kinds gives a new perspective on issues of importance to teachers.

In the third chapter, "Writing as Reflective Practice," Farrell discusses different types of writing. Here the journal questions provide

stimuli for both analytical entries and creative tasks. It becomes clear that the process of reflective writing is central, rather than the product. Farrell proposes that writing related to teaching in general, to a lesson taught, or a classroom crisis can bring insight that discussions or fuming on one's own cannot. Each chapter concludes with a set of questions designed to help with final reflection.

In Chapter 4, "The Reflective Teaching Journal," Farrell asks readers to write about teaching experiences, to reread what they have written and, among other things, to look for patterns in thought and behavior. Although Farrell makes suggestions on how to create a teaching journal, it is apparent that he trusts readers to make personally relevant choices. Although some readers may find that there are too many questions, one may also consider that these give freedom of choice. In Chapter 5, "Narrative Reflective Writing," some readers may find the techniques more effective than journal writing because storytelling is structured and familiar. This chapter also contains sample narratives and case studies that serve both as models and as reassurance that the teacher-reader is not alone in questioning his or her relationship to the profession.

The last two chapters show benefits and new directions that may emerge from reflective writing. Using this practice, teacher education programs could better prepare future teachers. Experienced teachers willing to write may avoid succumbing to routine. Language teacher research would benefit from work done by classroom teachers for their peers. Although doing all that Farrell proposes in his call to action may not be possible in one teacher's lifetime, just thinking about the process helps develop awareness of who we are in the classroom and what we would like to become.

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DÍAZ MAGGIOLI, GABRIEL. *Teaching Language Teachers: Scaffolding Professional Learning*. Plymouth, UK: Rowman and Littlefield Education, 2012. Pp. xi, 177. \$35.95, paper. ISBN 978-1-61048-622-4.

According to Díaz Maggioli, this book is designed "to present a framework in which decisions about how teachers should be taught can be made"

(p. xi). It is not, he notes, a book that presents a best way of training teachers. The book grew out of his desire to improve the training of teachers (ToT) and to use the concepts of sociocultural theory and scaffolding as linchpin in his conceptualization of teacher development. For Díaz Maggioli, teacher development is "not something that we do *to* aspiring teachers; but something we do *with* aspiring teachers" (p. 6). The eight chapters cover a variety of topics, including a historical overview of approaches to teacher development, the contributions of sociocultural theory and scaffolding to ToT, the basics of Universal Design, assessment, the role of observation, descriptions of teacher knowledge, online teacher education, and sustaining professional growth over time.

The book has many positive qualities and features. It is written in reader-friendly prose, although the scarcity of topics and subtopics make it difficult to process long stretches of prose in many of the book's chapters. The book is set up for classroom use and contains, for example, chapter overviews, summary statements, task files for in-class activities, and connections sections that teacher educators can use to stimulate thought and discussion in their classes. Díaz Maggioli has also included useful tables and figures that capture important ideas. Although mainly successful, several (pp. 66, 91, 121) are difficult to decipher.

One of the major tenets of the book is the idea of *participate and learn*, which asks aspiring teachers to become involved in all aspects of their training and to see themselves as members of a community in which they work with more experienced teachers. This approach is preferable to the transmission models sometimes used in teacher development, or to approaches that focus on building the aspiring teacher's knowledge of theory through extensive reading and where practice assumes a subordinate position. In his chapter on "Views of Teacher Knowledge," Díaz Maggioli describes Bransford et al.'s (2005) distinction between routine experts who focus on increasing efficiency and adaptive experts who continually grow, change, and expand their experience and knowledge. He states that "the current reality requires teachers to become adaptive experts" (p. 26) and goes on to say that this continual transformation of core competencies allows teachers to innovate.

Despite these positive features, the book is marked by oversimplifications and generalizations that would have been strengthened by empirical research. For example, in the chapter