Book Review:

**English Language Teacher Education: A Sociocultural
Perspective on Preservice Teachers' Learning in the
Professional Experiences**

by Minh Hue Nguyen

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Reviewed by:

Muhammad Younas

Soochow University, Jiangsu Province

English language teacher education examines a range of challenges concerning professional training, curriculum design development, and English language learning. The book explores pre-service English teacher education, their professional experience, and the pursuit of becoming a better teacher. Also, this book provides comprehensive knowledge of English teaching in connection with personal and interrelated contextual issues such as the cultural linguistic background of teachers, beliefs, prior educational experiences, expectations, and previous teaching experiences. These issues are investigated contextually through university-school partnerships, policies, mentoring relations, and curricula. The author, Minh Hui Nguyen, critically analyzed the case studies of pre-service English Language teachers and professional learning experiences in the neoliberal world. In turn, the book addresses professional learning issues, including pedagogical learning, emotional practices, and professional identity development in detail.

This book is comprised of nine chapters, and each chapter explores one issue of English language teaching (ELT) from a broader perspective. The keywords and key phrases that best describe this book are: second language teacher education, professional experiences, language teacher cognition, English language teacher education curriculum, school-based teaching, sociocultural theory, developing a knowledge base for English language teaching and activity theory.

This volume investigates the socio-cultural experiences of ELT professionals as well as provides a conceptual contribution through a socialist analysis of the ELT learning experiences of

the students. In so doing, these experiences can be applied to the investigation and research purposes in other teaching and education contexts. It further presents a useful model for English language teachers to gain professional expertise in current diverse, expanded, and dynamic neoliberal perspectives.

The first two chapters provide a base for this book by encapsulating the agenda of ELT, teacher training and analysis of teacher cognition, areas of socio-cultural perspectives, and learning of language teachers. The data presented that English training in neoliberal settings such as in Australia is more difficult for students, more diverse, and includes more diverse material and teaching methods. It is also challenging for English teachers to prepare for the complexity of the various changes and elements of neoliberal ELT training, or to improve EL training through choice and accountability policies. Australia seems to be an ideal context to examine these complex issues because of its vast community and etymology of various English students and pre-service teachers as well as being known as a great training environment worldwide. The key to this epistemological action is that teachers understand writing—which reveals the past encounters—beliefs, desires, learning, and their educational environment, in which educators are extremely powerful in shaping their practices.

Chapters 3 and 4 claim that social viewpoint is an unbelievable theoretical structure for school-based EL models to demonstrate skilled participation in Australia. The neoliberal discourse emphasizes social and cultural assumptions, the importance of social cooperation, and the accuracy of learning and improvement, as well as the need to think about approaching the family and logical issues entirely and effectively. This section provides knowledge on how to organize and implement expert experience and how to support pre-service teachers in the universities and schools included. At this point, it examines the creation of skillful knowledge and organizational advice to encourage the proficiency of former English teachers.

The next two chapters present an Australian-based research model that analyzes the relationship of teaching and the elements of stress and emotions from different school environments between school counselors and English language teachers. With the rich subjective information, comments and reflections, this section asserts that tutoring by school coach educators is a crucial source of help to encourage beneficial professional experiences. It reveals how individual and related variables such as stress level, emotions, and school environment can shape the concept of coaching relationships and discusses how teachers/instructors, institutions, and schools can provide stable professional learning conditions for coach educators and pre-service educators.

Chapter 6 shows another exploration guide, which suggests that coaching relationships may be the source of stress and undesirable emotions and can have an impact on the learning of pre-service educators. It shows that some anxieties and feelings can influence change and improvement, while others hinder active learning. Through the understanding of these emotions and opinions of the individuals and their rationalities, this section discusses research and practical recommendations, with the ultimate goal of creating guidance for the benefit of experts involved in English education in Australia and other neoliberal environments.

For further insight in Chapters 7 and 8, the author focuses on professional character improvement and pedagogical knowledge of three pre-service teachers in Australian secondary schools by using self-positioning theory and socio-cultural theory. The chapters reveal that the characteristics of experts and analysts can become helpful and difficulties can encourage the improvement of the pre-service teachers' personalities. These findings provide recommendations for studying the character of educators and supporting pre-service English teachers to create constructive educator roles in professional experience. The survey examined the personal and

logical components that influence pre-service teachers in their distribution of educational equipment.

Finally, the in-depth analysis of the case studies about professional learning experiences were presented, including those about pre-service English teachers and diverse changes in this new era. Major current issues regarding English language teacher education, mentoring and curriculum design, pedagogical learning, and professional identity are discussed. Coherently, the problems are tied together by following socio-cultural theoretical framework. As a result, this book is highly recommended for ELT teachers and researchers.