

## Review Linguist List 2016

This slim volume offers an approachable, in-depth look into the experiences of novice ESL teachers as they attempt to navigate their first year of professional practice. As a textbook, it is highly successful, written in a style that language education students will find accessible and engaging. The reflective breaks, while perhaps a bit too frequent in the first chapters, certainly represent the reflective framework that Farrell argues for across the volume. These breaks are also appropriately self-evaluative, raising questions about the limitations of the methodology due to the anonymity of the participants and leading readers to be critical as well as reflective.

As a work of research for teacher educators and program administrators, this book is still successful, though it is not quite as successful as a textbook. The case-study data certainly provides helpful insights into the experience of novice teachers, and given the emphasis on the school where the case-study participants worked, may prove particularly illuminating for administrators at such schools. However, the reflective breaks are directed solely to pre-service and novice ESL teachers, which non-teacher audiences may find irrelevant or distracting. I also found myself wondering about the use of the data. While Farrell also collected data from teaching journals, interviews, and classroom observations, the vast majority of the data used in the analysis comes purely from the transcriptions of the group discussions. For example, I only noted one instance, in Chapter Nine, where a classroom observation of a teacher was used to support the analysis. Perhaps the data simply wasn't as interesting or was withheld to help preserve the anonymity of the subjects, but, when considering the excellent use of the data otherwise, the omission was notable.

In summary, "From Trainee to Teacher" is a valuable contribution to the scholarship on language teacher education. Thomas Farrell makes a persuasive argument about the need for greater support for pre-service and novice teachers, and this volume provides an important part of that support through compelling stories from novice teachers, insightful analysis, and pragmatic advice on the utility of reflective practice.

## REFERENCES

Farrell, T.S.C. (2015). Promoting Teaching Reflection in Second Language Education: A Framework For

TESOL Professionals. New York: Routledge.

Ingersoll, R.M. & Smith, T.M. (2003). "The wrong solution to the teacher shortage." *Educational Leadership*, 60, 8: 30-33.

#### ABOUT THE REVIEWER

Chris Blankenship is an assistant professor in the Department of English at Salt Lake Community College. He teaches courses in general linguistics, discourse analysis, and academic writing. His recent research includes work on writing program administration, academic labor, and writing assessment.