



**Book Review: Alan Maley (Editor), *Developing expertise through experience*.
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The book *Developing expertise through experience* consists of twenty chapters written by language educators. Alan Maley has edited the book. The writers of the chapters have written their stories and experiences about learning English and being an Educator with regard to the notion of ‘*sense of plausibility*’ defined by Prabhu. Prabhu explains that plausibility in pedagogy is teachers’ intuition about learning arising from her own experience of teaching. The book is a major effort to share experiences between professionals working in different parts of the world. Therefore, the purpose is not to reach an agreement between many individuals but rather an enlarging, sharpening or enriching of every individual’s personal perception.

In the first chapter of the book, Robert Bellarmine elaborates on the understanding of the ‘teacher’s sense of plausibility’. He explains that it is a personal theory of learning and teaching and its elements are not only beliefs and values but also concepts, principles, rules of thumb, truths and metaphors. Bellarmine believes that ‘teacher’s sense of plausibility’ is created and developed through personal experience, reflection, intuition, common sense, experimentation in the classroom, interaction with mentors, students, specialists and colleagues, exposure to books and articles, teacher-training and teacher-development activities, and critical incidents in life. In the rest of the chapter, he mentions the elements such as exposure via films, impact of Prabhu, and impacts of books and articles that help him develop sense of plausibility.

Chapter two of the book is about John F Fanselow’s earliest experiences of language learning and education that have affected his views and practices. Much of his experience comes from the time he was a Peace Corps Volunteer at a teacher training college in Nigeria. Other inspirations, however, were finding out that Caleb Gattegno teaches a class without saying a word and Charles Curran teaches a class eliciting what the language students wanted to learn in their first language and then writing what they wanted to say in English.

In chapter three, Thomas SC Farrell explains his earliest experiences of language learning and education. He mentions that from childhood through to high school, the influences that were to shape him as a teacher and teacher-scholar were

sometimes negative. University life in Ireland in the 1970s did not change his views much and after graduation, he went into teaching. Several incidents occurred in his professional career that shaped him both as a language educator and as a teacher-scholar. Some of these incidents as he states are his development as a foreign language educator in South Korea and teaching in the Department of Applied Linguistics, Brock University, Ontario, Canada, where he has continued his work as a teacher-scholar in the area of applied linguistics and TESOL. Moreover, he adds that Krashen, John Fanselow, Donald Freeman, David Nunan, and Jack Richards, some other key people within TESOL have had a strong influence on his ideas and practices.

In chapter four, Claudia Mónica Ferradas explains her experiences as a language teacher. When she was an MA student, the texts by McRae and Pope helped her to rethink her practice. She believes that having experience as a language student helped her develop her own ‘gut feeling’ approach, a sort of principled eclecticism which is based on three questions: ‘Where does each student want to go? Where are they up to? What materials can help make their aims achievable?’

Christine CM Goh writes chapter five. She explains how, as a secondary school teacher, she tried her best to inspire her students with the goal of being proficient in at least two languages. I wanted them to achieve high proficiency in English because of its status as an international language. She explains how she gained experience through learning to be learner-centered, learning with peers, searching for new professional knowledge and understanding, and exercising agency in professional development.

Yueguo Gu in chapter six mentions that his reflections started with his first experience of teaching certificates. Further, he explains he felt an acute urge for professionalism when he was asked to show his teacher’s certificate. Although he feels that, he reached professionalism in some areas of his work, he feels there is still along way to go. He feels frustrated with the widespread confusion between online education and online learning, or between education and learning.

In chapter 7, Jennifer Joy Joshua writes how her journey started from classroom teaching to policymaking. She explains influences from the five roles that she has had over her years in education. These are first teaching appointment, her experiences as a teacher trainer, her experiences as head of the department in a primary school, her experiences as a subject adviser, and her experiences as a policymaker. Moreover, she adds that she was convinced that that needed to learn more about teaching English to young learners for whom English is an additional language if she was to influence policymaking and teacher education positively. Finally, she considers her mother, her secondary school teacher, her colleagues, and her supervisor as the key people who have left an enduring mark on her life, beliefs, and practices.

Chapter 8 of the book is about Kuchah Kuchah's story of a professional journey. He explains that he trained as an English language teacher trainer for primary teachers just when bilingual education was being introduced into primary schools. He believes that volunteering to teach English in both primary and nursery schools enabled him to gain more experience and insights about the real issues involved at this level and helped enrich his approach to pre-service teacher training. He adds that experiences he has shared indicate clearly that his contexts of learning and teaching in Cameroon are significantly different from those represented in most mainstream ELT literature. His current research mainly focuses on the teaching of English in challenging contexts and aims at replacing the predominantly deficit paradigm that characterizes the top-down approach to teacher education and policy dissemination with an enhancement paradigm that draws on teachers and learners appraisals of current teaching practices to develop a framework for contextually appropriate pedagogic innovation.

Péter Medgyes writes chapter 9. His parents insisted that their two sons learn English before German, as England was their ideal of liberty and prosperity, and they were convinced that English was to become the language of the future. He explains that his experience with language learning involves university years, being a school teacher, being a university lecturer.

In chapter 10 Freda Mishan writes about his childhood memories and believes that early experiences of second language learning extend our conceptual awareness at the initial stages of our cognitive development, opening us up to further language learning. In her first experience teaching English in Italy and Israel, he believes that he learned far more about language learning than about teaching. He states that Tomlinson's work helped him crystallize his intuitions about language learning and teaching.

Jayakaran Mukundan, in chapter 11, explains his learning story as a Dyslexic child. In his story, he mentions his mother and his first-grade primary teacher as the key figures in his life. He writes how textbooks were abandoned and how teaching was done through songs and stories. He adds that in his later years as teacher, he can remember how he incorporated songs in his class while teaching adverbs.

In chapter 12, Chrysa Papalazarou mentions as time passed, she began to feel frustrated that students could not learn what I wished to teach as a teacher. Therefore, after a while elements such as the communicative dimension of foreign language teaching and the promotion of student thinking and socialization were emphasized. Student thinking started becoming encouraged through relevant activities. Creativity in thinking over time, she paid more attention to developing students' thinking skills. Aesthetic experience Paintings help students generate their own discourse in the language class. As the process unfolds, students teach each other and they become the source of their own learning in terms of language, observations, and views. What he believes is that knowing learners' needs is important.

Chapter 13 is written by Phuong Thi Anh Le and in this chapter, he explains how he gained experience while teaching as a teacher in a college in his hometown as well as overseas. Furthermore, he mentions that his school teachers, his college teachers, and Australian trainers were the most influential people in his educational and career life.

Chapter 14 written by Shelagh Rixon elaborates on the notions of expertise and experience. Then, he explains his earliest experiences in language learning and education. He explains his experiences from the learner's points of view as well as a teacher's point of view.

Malu Sciamarelli writes chapter 15. He is one of those that strongly believe in Prabhu's (1987) concept of 'the teacher's sense of plausibility'. Further, he writes about all his experiences as an English learner and teacher as well. He concludes by explaining the educational context in Brazil. He believes that there is a real gap in communication in language learning process in Brazil.

In chapter 16, Fauzia Shamim explains it is necessary for the teachers to change their attitudes towards the implementation of innovation in classes. Through her stories and memories of past she explains that teachers need to gain knowledge and expertise to manage the innovations that they create in teaching processes. Another thing that Fauzia believes to be important is reflection. Teachers should reflect on their classroom practice and even discuss their success and failure with their peers and colleagues.

In chapter 17, Jane Spiro writes about her beliefs and values about language learning. Jane believes that meaning and music are inseparable parts of language teaching and learning. Furthermore, she explains that language learning needs to be connected to life and the emotional and social aspects of life.

In chapter 18, Adrian Underhill explains the sense of plausibility as the way teachers develop professionally and personally through building their personal theory of teaching action based upon their experiences and reflection on them. She believes that she gained such experiences by being involved with ELT and extraordinary and ordinary people.

Chapter 19 is about Tessa Woodward's experiences about learning English and becoming an English teacher. She believes that living in a context in which different languages are spoken can arouse different emotions. She thinks that imaginative warm-up exercises can ease a group into a profound learning state of mind. She believes in creating chances for students to talk and involve in class.

In chapter 20, Andrew Wright writes about the meanings that matter to the user. He explains all his experiences from childhood and learning English to the time that he started working as a material producer. As Andrew believes, learning English is a by-product of experiencing meanings that matter combined with more traditional studies.

Author's Biography

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