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only to the those specific needs. This certainly does not detract from the value of the papers included; it does, however, redefine the audience.

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Educational reform and restructuring still haunt the establishment in 1996. Although the 1980s seemed to offer discussions about who and what needed to change, the early 1990s have educational participants seeking to illuminate just how and why difficulties with change in educational environments exist. The focus of this particular text is on teacher change, highlighting negotiation, compromise, and contexts while revealing personal and professional tensions that pervade daily lives across various disciplines and philosophies. It is an unusual text that makes you understand, question, and empathize with its various writers. It is also unsettling. It makes you think about what you do and why you do it.

Eight chapters, responses to them, an introduction, and a conclusion are written by a total of 19 authors mostly representing university-level teachers with a few consultants and precollege teachers. Topics of chapters include discussions of relational voices and moral development, sex stereotypes—social rules—and education, in-service education, and liberation theory and the mystification of teaching. Although a bit “mystifying” at first glance, the tone and style of the writers get quickly past these headings and move the reader into readily understandable situations and discussions that are thought-provoking.

Of particular interest to second language teachers are chapters 4, 6, and 8—not because they use the second language field, but because they relate to issues that indirectly affect second language teachers: Martin (chapter 4) delineates a Vygotskian perspective in attempting to understand teacher change; Vaughan (chapter 6) analyses consequences and rules regarding why teachers change; Hawisher and Selfe (chapter 8) outline tradition and change in computer-supported writing environments.

Overall, the chapters begin to reveal the understanding Pradl discusses in his introduction chapter: “Once we understand that change involves the long and difficult process of teachers gaining their own agency and altering their perspective on knowledge and relationships, we will be well-advised to foster the democratic conditions which best encourage confidence and flexibility within teachers themselves” (pp. xxi–xxii, emphasis original).

Two other aspects of this text deserve to be specifically highlighted. First, it considers teachers here as being university, primary, or secondary ones. This alone signals a move to close the gap between the various levels that certainly pervades and continues to divide practice in thought, word, and deed. Second, it uses a format that provides each chapter with a response from someone else regarding its content and ideas. The dialogues thus developed in each of the eight chapters invigorate and extend the notions presented. They also show the nuance and subtlety of sharing views and negotiating meaning. For example, chapter 7 by Janangelo and the response to it by Brenner demonstrate agreement and disagreement concerning ideas regarding teacher images, literary pedagogy, and popular culture. Although Brenner challenges some of Janangelo’s assumptions and directions, he nonetheless involves himself with the issues, drawing the reader also to question and participate with the authors’ thinking and discussion. The second language profession would be fortunate if it would develop such a format within a text to encourage productive dialogue, discussion, and thought among its teachers at all levels.

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The papers in the 1994 AAUSC *Issues in Language Program Direction* volume examine the dilemma of the individual learner in a multisection course. Topics include learner strategies, gender, anxiety and motivation, student differences in curricular preferences, learning-disabled students, and issues for native speakers of Spanish. Klee explains that the volume grows out of a