New Book from Routledge

ENGLISH LANGUAGE TEACHER PREPARATION IN ASIA
Policy, Research and Practice
Edited by Subhan Zein. The University of Queensland, Australia and Richmond Stroupe, Soka University, Tokyo, Japan

Series: Routledge Critical Studies in Asian Education

Written by local and international scholars specialising in TESOL Teacher education, and acknowledging the increasingly complex demands made on teachers of English in view of globalisation, the book explores the multiple factors which are key to effective professional learning. Chapters consider how pre-service teachers are best prepared for the diverse contexts in which English is learnt and taught in settings throughout Asia and draw on in-depth research studies to provide rich, fully contextualised coverage of aspects of teacher preparation including curriculum design, programme development, policy, professional learning communities, assessment education, and teaching practice.

20% Discount Available – enter the code FLR40 at checkout*

Hb: 978-1-138-09536-6 | £82.00

*Offer cannot be used in conjunction with any other offer or discount and only applies to books purchased directly via our website.

For more details or to request a copy for review, please contact: Shenglin Tan, Senior Editorial Assistant, shenglin.tan@taylorfrancis.com

For more Information visit: www.routledge.com/9781138095366
5 Professional development through practicum

A case study on Malaysian pre-service ESL teachers’ professional identity construction

Juliana Othman and Fatima Senter

Introduction

As a member of ASEAN community, Malaysia has strong commitment to improve both professional and English language skills of its citizens for the new challenge of the ASEAN integration. This is in line with the needs of ASEAN integration and the importance of English as an international medium of communication. The provision of high-quality English as a Second Language (ESL) teacher education is vital for Malaysia to produce English Language teachers for the Malaysian school system as well as to strengthen human resource in meeting the demands of globalization. Among the many initiatives taken is the enhancement of ESL teacher education, which focuses on developing pre-service teachers’ teaching practice during practicum.

Studies have shown that teaching practice plays a fundamental role in any pre-service teacher preparation programme (Gibbons, 2009; Farrel, 2012; 2013; Oulah and Dunn, 2010). The practicum has long been recognized as an important part of ESL teacher preparation programmes. It offers the opportunity for students to apply academic knowledge in real teaching situations and to evaluate their own teaching practices.

However, there is a relatively small body of literature on the impact of practicum on pre-service teachers’ professional identity formation (Afiniana, 2015; Atkinson et al., 2006; Cash, 2011; Farrel, 2012; Gass and Sel, 2010; Tan, 2013) that is concerned with the impact of pre-service teachers’ professional identity formation in new ‘modern settings’, including the ASEAN context such as Malaysia. According to Kamalak-Ishii (2009), most of the research that discusses the identity development of non-native ESL teachers during teacher preparation and development programmes are conducted in the Inner Circle countries (i.e., the United States, the United Kingdom, Canada, Australia, New Zealand), where English is the dominant language.