

Book reviews

THE PREPARATION OF TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE AROUND THE WORLD. RESEARCH, POLICY, CURRICULUM AND PRACTICE

*Polat, N., Mahalingappa, L., & Kayi-Aydar, H. (Eds.)
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How do countries and nation-states produce strong language teachers? What insights can be gleaned from various countries and their language teacher education programmes? In *The Preparation of Teachers of English as an Additional Language Around the World: Research, Policy, Curriculum and Practice*, editors Nihat Polat, Laura Mahalingappa, and Hayriye Kayi-Aydar argue that it is crucial to venture beyond political and geographical boundaries in order to cross-pollinate ideas and actions when creating innovative EAL teacher education programmes. The volume was generated with the main goal of identifying effective policies and systems, research foundations, curricula and instructional practices for such programmes. Each of the eleven chapters focuses on a different country, explores current pressing issues and identifies future directions that could provide insights for those who are involved in educational and governmental regulating bodies.

Since one of the goals of the volume is to compare programmes across the selected countries, each chapter strictly follows a prescribed structure starting with a summary and concluding with descriptions of in-service professional development requirements. To some extent, this provides ease when reading the chapters, allowing anticipation of the content structure and efficient and direct comparisons between countries. Given the number of countries included in the book, this review will focus only on the editors' introductory chapter and four chapters on TESOL programmes in Brazil, Canada, New Zealand, and the USA. The decision to confine the review to these chapters is primarily due to the similarities and

complexities of their contexts. Except Brazil, they are predominantly English speaking multicultural and multiethnic contexts and they receive a large number of immigrants which greatly influences the educational landscape. There is also a push for, and open conversations about, multiliteracies in these contexts. These include issues such as race, gender and sexuality, and, to some extent, translanguaging in both teacher education programmes and language education.

In their introduction, the editors briefly elucidate and justify the criteria for their decision-making processes in terms of selecting countries for inclusion. They took into consideration social, political, and economic differences as well as pragmatic reasons such as their familiarity with the countries. A clear strength of their selection is that there are entries from the Global North and the Global South, which represent both inner and expanding circles of world Englishes. Societies with strong multicultural characteristics and those that are heavily homogeneous are also well represented. However, unfortunately, entries from the outer circle are not well represented, which means those countries currently going through an educational paradigm shift by strengthening their mother tongue based on multilingual instruction (e.g., countries in Southeast Asia) are not included in this volume.

The opening chapter by Dilma Mello, Valeska Souza and Viviane C. Bengezen (chapter 2) focuses on the Brazilian context and reminds the reader of the affordances and constraints of implementing a language teacher education programme in a complex and post-colonial society. They discuss Brazil's move towards inclusive and localized pedagogy by emphasizing a critical stance towards multiliteracies and partnership with indigenous teachers. However, the authors indicate that, due to economic inequalities and neoliberal ideologies taking a stronghold, such noble goals of infusing anti-racist, inclusive and anti-oppressive perspectives in both EAL teacher education programmes and English language education in general is not always effective across contexts. While the chapter contains a wealth of information, it would perhaps have been enhanced by including an exploration of how the concept of multiliteracies is viewed in various settings in Brazil and how provisions of anti-oppressive perspectives are embedded in the programmes.

One prominent theme across a number of chapters of the book is drawing parallels between EAL teacher preparations for immigrants and refugees in receiving countries. For example, Farahnaz Faez and

Michael Karas (chapter 3) are crucially concerned with the Canadian context, a complex society that receives immigrants, refugees, and displaced people. Throughout the chapter, they compare requirements for adult ESL teacher accreditation and the initial teacher education programmes of universities in Ontario, primarily due to it being the most populated and largest immigrant-receiving province. Their exploration and use of Ontario as a case study presents ideas to target readers about the advantages and drawbacks of not having a national mandate for EAL teacher education. In this case, the federal government gives power to provincial jurisdictions when it comes to regulating language teacher education programmes and teacher licensing. However, whilst the authors mention the importance of a critical overview of issues and barriers that hinder successful teacher preparation, this topic of discussion was not explicitly articulated. Moreover, the chapter would have been enriched by comparing Ontario to another province such as British Columbia on the west coast, another jurisdiction with diverse population, in order to highlight commonalities and differences of practices. Further elaboration on professional development might have also supplemented the chapter, particularly with a focus on emerging issues such as approaching reading, which is currently a highly debated topic in North America.

Martin East, Jocelyn Howard, and Constanza Tolosa (chapter 13) also discuss EAL teacher preparation in a country with a fast-changing demographic, New Zealand. Similar to Canada, they show that New Zealand does not have a national mandate or policy regarding EAL teacher preparation; it has a national curriculum that can be interpreted freely by universities. The only national requirement is for all teachers to be qualified and either provisionally or fully registered. The strength of this chapter is that the authors examine on a micro-scale the interpretation and implementation of this national curriculum or guidelines. That is, they employ a case study approach in order to explore practices in two universities from the North and South Islands of the country. Target readers gain insights into why and how these universities highlight issues that are relevant in the country's multicultural context, for instance critical themes in EAL teacher preparation courses. This includes topics on literacy learning across the curriculum, language and cultural diversity, and culturally responsive and inclusive educational practices. A key contribution of this chapter is that it stirs conversations on how

social institutions and individual stakeholders respond to changing demographics and learner needs. Policymakers and teacher education professionals (both pre-service and in-service) will find interest in the authors' elaborations on the professional development activities and affordances provided to teachers who have been in the profession for a long time. This chapter also provokes discourses in terms of how non-language/content area teachers could continuously engage in professional development, in the context of increasing numbers of plurilingual learners in immigrant receiving countries.

As a final example, in their exposition on EAL teacher education programmes in the USA, Laura Mahalingappa and Nihat Polat (chapter 12) highlight the impact of decentralization of policy implementation. The chapter shows that, similar to Canada, programmes in the USA follow standards and competencies set by each state. These programmes are influenced by a plethora of state-level factors such as history, demography, politics and other ideologies. In Canada, New Zealand and the USA, the chapter authors show that EAL programmes have courses that address issues of language learning and culture, racism and discrimination, and culturally responsive pedagogy. However, in the context of the USA especially, the chapter could have been enhanced by inclusion of how EAL teacher education programmes and their courses are affected by state mandates and laws with regard to dominant political leanings. For instance, topics relating to race and LGBTQIA+ identities may not be welcome in some states while, in other jurisdictions, they are openly discussed and celebrated in classrooms. This political, social and, to some extent, religious atmosphere must have had an impact on EAL teacher education programmes and would have been worth investigating in Mahalingappa and Polat's chapter.

Despite some of the above-mentioned shortcomings, overall, the volume invites further exploration of contextual factors and issues concerning EAL teacher education. As noted by the editors, it is critical to both compare and recognize research needs that are unique to each specific country. They highlight the importance of classroom-based research and its integration in undergraduate EAL teacher education programmes as well as the place of teacher identity and agency in the profession. The volume will be of interest to language and literacy education professors, students, researchers, and policy makers. For university level educators, select chapters

might be used as reading materials for TESOL courses. Similarly, students and graduate researchers interested in comparative TESOL education will find the chapters resourceful for literature reviews and for exploring research avenues and gaps in the field. Finally, governmental policy makers and their advisers will find insightful practices that could be incorporated into policies for their local or national teacher education programmes.