

Book reviews

CONTEMPORARY FOUNDATIONS FOR TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE: PEDAGOGICAL APPROACHES AND CLASSROOM APPLICATIONS. ROUTLEDGE.

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The book *Contemporary Foundations for Teaching English as an Additional Language: Pedagogical Approaches and Classroom Applications* provides an overview of recent research on the principles and methods for teaching English to speakers of other languages. It is an informative and illustrative resource for English teachers, course designers, and researchers. The book is organised into ten units, each containing conceptual chapters that emphasise embedding language teaching pedagogy within broader sociocultural contexts of teaching and learning.

The authors who contributed to this book come from a variety of countries with diverse backgrounds and educational systems, including Argentina, Brazil, China, Indonesia, Japan, Mexico, Rwanda, Serbia, South Korea, Thailand, Turkey, the United Arab Emirates, the United States, and Uzbekistan. As a result, the case studies presented in each unit illustrate the diversity of English teaching and learning experienced by teachers, students, and researchers in different contexts and settings.

Each chapter begins with an introductory section that frames the issue, discusses the relevant concepts and theoretical considerations, and highlights the implications for English language education, along with future directions for research and practice. These sections are beneficial, seeking to deepen readers' understanding of the topics presented.

In Unit 1: Introduction, Shin provides key insight into English language teachers' challenges in the 21st century. The "Framework for 21st Century Learning" illustrates the knowledge

and skills that should be integrated into curriculum, instruction, and standards. As bi/multilingual students in the 21st century come from diverse backgrounds and use language for various purposes, teachers should provide students with more than just linguistic knowledge while allowing each student to bring their world into the classroom.

Unit 2 examines and expands on a participatory social justice approach to critical pedagogy in TESOL. Through liberating and humanising critical pedagogy, TESOL can be a generative space that allows teachers and students to examine, disrupt, and re-imagine themselves, one another, and their communities. The case studies presented in Unit 2 include the “Life in Kochi Project” in Japan, the Freirean critical pedagogies, and a case study involving a cohort of MA students in English as a Second Language in Mexico.

Unit 3 of the book focuses on the implementation of post-method pedagogy. It encourages teachers to be independent practitioners and critical thinkers. For example, Case Study 3.1 illustrates how the author approached this apparent difficulty while developing a post-method course at a university in Thailand. The author argues that teachers can adapt the project-based course to help students improve their language skills and confidence by negotiating their teaching values with students’ needs and interests, reflecting critically on lessons, and staying flexible and in tune with students’ expectations.

Unit 4 examines Culturally Responsive Pedagogy (CRP) in ELT, especially when teaching youth and adults who are ethnically, linguistically, politically, and economically marginalised. Teachers and students can benefit from CRP by addressing marginalisation issues, affirming identities, and confronting hegemony in EL education. In Case Study 4.1, the results show that students better understood diversity and history of their new environment, found their place in their new country and encourage equity and respect while developing students’ social and political awareness.

In Unit 5, the authors explore translanguaging in English language instruction. It is argued that teachers speaking a different language should learn about students’ sociocultural, linguistic, and semiotic practices and actively draw on their expertise. Translanguaging allows students to experience language less compartmentalised and experience it more fluidly. It is, therefore, important to create an environment where students can use their languages as a resource to develop their knowledge.

Unit 6 introduces multiliteracies, which integrate various forms of communication (e.g., digital, linguistic, visual, audio, gestural, and tactile) into language learning. The four principles of multiliteracies pedagogy were situated practice, overt instruction, critical framing, and transformed practice. Case Study 6.3 demonstrates how multimodal educational rap videos can be an engaging way to implement multiliteracies in an EFL classroom.

Unit 7 discusses collaborative learning and its benefits and challenges through the use of technology. The authors also examine the implications of technology for EL education, emphasizing best practices, teacher professional development, and student support. Using Google Docs, the author in Case Study 7.1 integrated rubrics, peer assessments, and self-editing. Furthermore, in Case Study 7.2, the author shows the implementation of telecollaborative writing between university-level English classes in Indonesia and Japan through Moodle.

Nowadays, digital literacy is a fundamental skill that must be addressed in the language classroom. Unit 8 covers some common concepts, theoretical foundations and implementations of digital literacy. The case studies reveal that digital literacy training should promote a deeper understanding of how the internet operates culturally. For instance, in Case Study 8.1, the authors found that mobile technology can motivate students and increase their engagement.

In Unit 9, Chapter 9 explores concepts and frameworks for English language advocacy. Advocacy is gaining more attention in English language instruction. Case Study 9.2 investigates the development of teacher advocacy programmes in a public secondary school in north-eastern USA. The results highlight the importance of caring for newcomers who need formal education, literacy, and academic skills. Most of the data in Unit 9 comes from EAL research, suggesting a need for further research in EFL-centred advocacy.

As the book has previously discussed and defined terms essential to contemporary EL teacher education, in Unit 10, the authors discuss EL teachers' expertise, identity, and empowerment within critical participatory pedagogy as essential to training contemporary teachers. EL teachers must understand how these concepts are relevant for all teacher education programs. Case Study 10.1 discusses how international teaching practice can support graduate students and prepare them to engage in critical reflective practices in their language classrooms.

The ten units in this book provide focused, coherent, clear and impressive demonstrations of data. However, not all case studies provided sufficient detail on how their case studies were implemented and evaluated. Some more information on the process of measurement would help readers assess the effectiveness of the approaches.

In summary, the book provides a comprehensive understanding of the complexities of language teaching and learning. It explains how to address these issues based on the expertise of a diverse group of authors worldwide. This book supports English teaching and learning worldwide by providing rich information and insight for teachers, teacher educators, scholars, and policymakers.