


important, as Friedrich points out in the Introduction to the volume, 'Our ultimate goal is that we can dream up a world where differences, disputes and conflicts are resolved through productive linguistic interactions and where we have realised the power and wisdom of the right words in the way texts since ancient times have been hinting at' (p. xix). Although some may argue that using language as a means for peace and successful diplomacy is a utopian ideal, this volume provides a sober and grounded discussion of the possible effects one's language use has on the world. *English for diplomatic purposes* is a valuable and inspiring volume that breaks new ground in research on English as an international language.

Werner Botha   
School of Humanities  
Nanyang Technological University  
Singapore  
(Email: [wbotha@ntu.edu.sg](mailto:wbotha@ntu.edu.sg))

DOI: 10.1111/weng.12436

## PREPARING TEACHERS TO TEACH ENGLISH AS AN INTERNATIONAL LANGUAGE

Edited by Aya Matsuda

2017. Bristol: Multilingual Matters, xxi + 254

Several years ago, while teaching my graduate seminar on identity and ideology in multilingual settings for the first time, two MATESOL students confided that, while they found the readings interesting and stimulating, they did not quite know how the research findings were applicable to the classroom. That disclosure, needless to say, baffled me. As a newly minted assistant professor, I invited my two students to develop a course paper on how to bridge the theory/practice, the final product being a publication that was subsequently published in *TESOL Journal* (Waller, Wethers, & De Costa, 2017) with a focus on critical praxis. Written in collaboration with these students, I concede that this was probably one of the hardest papers I have had to write, especially since, more often than not, as sociolinguists, many of us are drawn to theoretical concerns, leaving pedagogical concerns to fall by the wayside. To this end, Matsuda's edited volume *Preparing teachers to teach English as an international language* serves as a timely corrective because it brings together a set of contributors who not only place pedagogy front and center of their work but also attempt to make connections with theoretical developments in English as an international language (EIL). Such a strategic move is vitally important for the field of English language teaching (ELT) in general as teachers need to be able to understand and manage how English is used in a contemporary and globalized world. To prepare teachers for an evolving educational landscape, Matsuda emphasizes the need for ELT education to expose different forms and functions of English to teachers, underscore communication strategies to negotiate linguistic differences, use cultural materials from diverse sources, and cultivate an understanding of and sensitivity toward the politics of EIL. Facilitating such a pedagogical possibility is Matsuda's six-part volume that comprises of 16 chapters.

Advocating Kumaravadivelu's (2012) postmethod pedagogy, which calls for teachers to develop their pedagogy in a locally sensitive way, Bayyurt and Sifakis introduce the foundations of an EIL-aware teacher education and highlight the significance of developing intercultural competence in Chapter One. An alternative meta-praxis model of EIL teacher education is advanced by Dogançay-Aktuna and Hardman in Chapter Two, which situates praxis at its center, and mediates the relationships between the other three elements of the model: place, proficiency, and a set of understandings about language, culture, identity and teaching.

Following the introduction of two theoretical frameworks in Part One, the second part of the volume explores teacher preparation programs. Chapter Three (Mora & Golovátina-Mora) outlines a model for reflexivity and advocacy

for master's-level EIL-in-service programs in Colombia. Kang (in Chapter Four) describes a US-based teacher education immersion program that provides task-based 'Lost-in-New York' intercultural activities to enhance intercultural competence for Chinese and Korean English teachers in New Jersey. Transitioning from a focus on programs to a focus on courses, Part Three features courses that address EIL. One example is Galloway's MSc TESOL *Global Englishes for language teaching* course for in-service and preservice teachers at the University of Edinburgh (in Chapter Five). Another example is Hino's MA course, *Education and language and culture: Principles and practices of EIL education*, at Osaka University attended by international students that generates opportunities for authentic EIL interaction in class (in Chapter Six). While Hino describes a Japan-based program, Marlina adds to the discussion of pedagogical practices by mapping out a 12-week course at Monash University, Australia, whose assessments include a classroom observation report, a teaching practicum portfolio and report, and a mini EIL lesson (in Chapter Seven). In contrast to the preceding aforementioned graduate courses, Selvi provides insights into his undergraduate *Global English* course at Northern Cyprus University (in Chapter Eight).

While Part Three focuses on courses dedicated to EIL, Part Four examines EIL-informed courses on other ELT topics. Dinh (Chapter Nine) describes an EIL/WE-oriented materials development course that involves the selection and evaluation, revision, design and use of teaching materials. Promoting a pluralistic understanding of culture in a teacher education course in Brazil, Diniz de Figueiredo and Sanfelici (Chapter 10) illustrate how culture is addressed from an EIL perspective in their undergraduate *Culturas Anglófonas* (Anglophone Cultures) course. In Chapter 11, Zacharias explicates how EIL pedagogy is enacted in a microteaching class, characterized by collaborative lesson planning at an Indonesian university.

Moving from a program to a unit level, the chapters in Part Five cover independent units of teaching EIL. Rose (Chapter 12) outlines how he integrated a unit, entitled *A global approach to English language teaching*, into his master's level course on second language teaching at Trinity College, Dublin. Working within an online teacher education program context at a state university in Brazil, El Kadri, Calvo and Gimnez (Chapter 13) explain how their teaching unit, *English in the contemporary world*, enabled preservice teachers to engage in problem-solving. In line with Bayyurt and Sifakis (Chapter One), Vettorel and Lopriore (Chapter 14) review the impact of WE-, EIL-, and ELF-awareness in two teacher education programs in Italy. The final chapter includes 15 one-page examples of lessons, activities and tasks for EIL teacher preparation from various contributors around the world.

As noted, this volume builds on the momentum to rethink ELT in order to keep abreast with the fact that English is an international language. It is heartening to learn about how English language teacher educators are starting to think of ways to connect second language acquisition and sociolinguistic theory with classroom practice as they deal with teachers whose own English proficiency levels differ. Encouragingly, the volume contributors have elected to inspire their teacher-students to embrace linguistic and cultural diversity to the point of making readings available in their first language (for example, Diniz de Figueiredo & Sanfelici, Chapter 10, who allowed more complex readings to be in Portuguese, but then had their Brazilian students create a local cultural encyclopedia about their home state in English). Such pedagogical flexibility is crucial when dealing with students of different proficiency levels, a point that is demonstrated by Vettorel and Lopriore's practice (Chapter 14) of having their participants plan teaching-learning paths at different levels (A2, B1 and B2 of the CEFR) and devising ways that different instantiations of English could become part of the English syllabus.

Equally informative is how the contributors modeled sound pedagogy themselves by having their students reflect on their own teaching. Dinh (Chapter Nine), for example, conducted a sample lesson and had the students critique the choice of materials and the 'EIL/WE-ization' of these materials before having them revise and implement their lesson plans. Such hands-on efforts are much needed if teachers are to become fully EIL-aware. Also noteworthy is how the contributors provided honest evaluations of their endeavors, as each chapter has a section that addresses the challenges they encountered and the limitations of their practices. Such a reality check is helpful because, as several contributors also point out, they often have to negotiate curricular demands that make it difficult to introduce new courses, or modify pre-approved programs (Rose, Chapter 12). In that respect, the fact that this volume provides a menu of possibilities at the program, course, unit, lesson and task level is immensely helpful because readers are given the flexibility to pick and choose from a slew of implementation possibilities.

As Selvi (Chapter Eight) rightly reminds us, 'the infusion of EIL principles into teacher education practices needs to be informed by broader sociocultural, political and economic contexts' (p. 122). In light of this, I would like to have seen a stronger attempt to link the ELT proposals in this volume with language education policy realities (Crandall & Bailey, 2018). Because teachers are very much language policy makers in their own right, teacher-educators who are sympathetic to EIL need to explore the intersection between pedagogy and policy in order to foster an ecological understanding of the impact of policy measures on pedagogy, and vice versa.

On a broader note, and given the enduring commitment of the world Englishes paradigm to promote linguistic equality and inclusion, the chapters in this volume might also have benefitted from (1) attempts to connect with and build on contemporary calls within education (Paris & Alim, 2017) to design culturally sustaining pedagogy, and (2) recent exhortations within sociolinguistics (Piller, 2016) to carve out a robust social and educational justice agenda. Such a connection to developments in adjacent fields of research is important if we are to advance an EIL-oriented ELT agenda.

A third area that was somewhat overlooked in the volume are the voices of the student-teachers who will be the recipients of the teacher preparation efforts discussed in the chapters. While several chapters do report briefly about how well received the pedagogical practices of the contributors were, there was a conspicuous absence of student perspectives (that is, student data) and samples of student work (for example, lesson plans produced by them). These shortcomings, however, do not detract from the strengths of this volume, which, I anticipate, will become a standard reference for undergraduate and graduate ELT courses as it crucially demonstrates the importance of pedagogy from a world Englishes perspective.

Peter I. De Costa 

*Department of Linguistics & Germanic, Slavic, Asian and African Languages*  
*Department of Teacher Education*  
*Michigan State University, USA*  
*(Email: pdecosta@msu.edu)*

## REFERENCES

- Crandall, J., & Bailey, K. M. (Eds.). (2018). *Global perspectives on language education policies*. New York: Routledge.
- Kumaravadivelu, B. (2012). Individual identity, cultural globalization, and teaching English as an international language. In L. Alsagoff, S. L. McKay, G. Hu, & W. A. Renandya (Eds.), *Principles and practices for teaching English as an international language* (pp. 9–27). New York: Routledge.
- Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. New York: Teachers College Press.
- Piller, I. (2016). *Linguistic diversity and social Justice: An introduction to applied sociolinguistics*. Oxford: Oxford University Press.
- Waller, L., Wethers, K., & De Costa, P. I. (2017). A critical praxis: Narrowing the gap between identity, theory, and practice. *TESOL Journal*, 8, 4–27.

---

DOI: 10.1111/weng.12437

## AN INTRODUCTION TO MULTILINGUALISM: LANGUAGE IN A CHANGING WORLD

**Florian Coulmas**

2018. Oxford: Oxford University Press, xx + 320

This is an important book. Timely and engagingly written, with just enough documentation and the right sprinkle of enlightening anecdotes, Coulmas' *An introduction to multilingualism: Language in a changing world* convinces with case