Alsagoff, L., McKay, S. L., Hu, G., & Renandya, W. A. (Eds.) (2012).
Principles and Practices For Teaching English As An International Language.

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BOOK REVIEW

The demographic, geographic, and structural changes to English in the global era have complicated English Language Teaching (ELT, henceforth) and ignited the need to re-examine the traditional lingua-centred ELT assumptions regarding instructional variety, cultural content, the best methodology, the qualifications of the best language teacher, the most appropriate teaching material, assessment, to list just a few. One of the conceptual frameworks as "a pedagogical alternative to conventional Anglo-American English in educational contexts, as a possible option for those who seek a means of expertising themselves in international settings" (Hino, 2012, p. 28) is the paradigm of English as an International Language (EIL, henceforth). This paradigm was originally proposed by Larry Smith in 1976, who brought the attention to the issue by arguing against the internationalisation of native speakers' cultural norms and voting for denationalising English ownership and revised educational goals to communicate one's own ideas and culture to others (cited in McKay, 2003). Later, this paradigm attracted several scholars to create various publications with diverse focuses. *Principles and practices for teaching English as an international language* is one of the recent publications of the EIL paradigm, and what seems to be worth of note is that one of the editors of the book, Sandra Lee McKay, is the one who converted questions regarding traditional ELT assumptions into concrete EIL ideas with the development of EIL Curriculum by her ground-breaking book entitled as *Teaching English as an international language: Rethinking goals and approaches* in 2002. Therefore, the aim of this book is to foster further understanding of EIL paradigm at not only theoretical but also practical levels.

The book is organised into two main sections. The first section entitled as *Calling for Change*, with its theoretical focus, opens with a chapter by Alsagoff in which she sets the initial stage by explaining what makes this book celebratory among other recent publications. Chapter 2 by Kumaravadivelu explores the role of modernism, postmodernism, and globalism on identity formation in depth.

Adopting a critical perspective, he argues that EIL needs an epistemic independency on terminologies, Western knowledge production, Anglo-American-based methods, centre-based cultural competence, and textbook industry as they all enslave language practitioners around the world and marginalise them. Chapter 3 by McKay glances at the current users and uses of English in business, communication, research and publishing, diplomacy, and information sharing on the Internet. Arguing that these features influence language teaching, she elaborates on seven key principles that inform a socially sensitive EIL pedagogy. In Chapter 4, Nelson and Kern reconcile Kumaravadivelu's postmethod stance with two frameworks, namely integrationism and multiliteracism. They argue for urgent change as today we have relative rather than absolute English language with all its phonetic, morphological, syntactic, semantic, pragmatic changes, and new technologies with not only their linguistic elements but also other multimodal expressions can add to new understanding in communication. Similarly, Chapter 5 by Ware, Liaw, and Warschauer is entirely devoted to the importance of digital media integration into EIL classrooms in equipping students with global English literacy. Chapter 6 by Leung and Street deals with the need to re-examine two certainties, namely language competence and literary standards, due to diverse contexts and interests in EIL. They question native-speaker superiority in the description of language competence in the contemporary world and welcome New Literacy Studies in their social contexts. In Chapter 7, Alsagoff highlights the relationship between identity and EIL, writing that it is naïve to picture identity as a fixed attribute in socio-culturally complex and pluricentric English policy. In Chapter 8, Hu writes that the changing landscape of English requires re-examination of established assessment applications. He contrasts the weak and strong approaches to assessing EIL, writing that the former changes only the delivery and scoring system in international native-speaker normed tests while the later redefines test construct by including Outer and Expanding Circle varieties. He also lists five principles of a more productive EIL assessment approach in the end.

The second section, entitled as *Implementing Change*, focuses on more practical issues. In Chapter 9, Brown compares and contrasts traditional curriculum practices and principles with EIL assumptions by answering questions regarding target language and culture, aims, content, curriculum delimitations, basic unit of analysis, and organisation and sequencing. In Chapter 10, Matsuda elaborates on five criteria for evaluating teaching materials from EIL perspective, and she provides readers with steps of supplementing materials to integrate an EIL perspective into their pedagogy. In Chapter 11, House focuses on the role of intercultural interaction and pragmatic fluency in improving teaching oral skills, arguing that students need to be provided with a meta-language on simplified typology of speech acts, gambits, discourse markers, interactional consecutive phases, and so on. In Chapter 12, Bokhorst-Heng first explains the processes and forms of lexical innovation, and then she elaborates on the Lexical Approach of Lewis so as to make it easy to understand her suggestion for lexical teaching within EIL framework. In Chapter 13, Flowerdew focuses on the relationship between corpora and language teaching, together with various direct and indirect corpus applications.

Later, to see all the traditional corpora practices from an EIL perspective, he lists seven principles on multivarieties, real English other than the Inner Circle ones, local corpora, ELF (English as a Lingua Franca) corpora as model, academic and business domain, cultural implications of corpus selection, and critical language awareness. In Chapter 14, Gupta examines four criteria structures of Standard English that do not welcome variation, and two areas that allow choice and variation by using real texts. At the end, she argues that students should be exposed to both areas, and especially zone of choice could work well as nobody can predict their future interlocutors and language use contexts. In Chapter 15, Wallace calls attention to powerful and pervasive media texts that can be globally reached via the Internet and suggests critical reading pedagogy as a way of resistance. Having outlined the Freirean and Critical Discourse Analysis perspectives, she shows how to apply critical reading at different levels, namely beginner and more advanced levels, with example pre-reading, while-reading, and post-reading activities. In Chapter 16, Casanave focuses on writing and how L2 writing has changed with its ecological framework that encourages students to ask why questions rather than blindly depend on Western-influenced writing practices. In Chapter 17, Maley justifies the integration of literary texts into EIL through extensive reading, performance, creative writing, and techniques for getting inside the skin of the text. In Chapter 18, having summarised the thirty-year-accumulated literature on language learning strategies, Gu focuses on them from an EIL perspective so as to help learners to become strategic and self-regulatory individuals who can analyse the purposes, structures, and demands of tasks, thereby completing them successfully. The book ends with McKay's part entitled as *Forging Ahead* where she justifies the need for change with illustrative ideas of the well-known scholars in the theoretical part and explains how to implement this change with invaluable suggestions from the second part.

In addition to its comprehensive content provided by well-known passionate contributors from EIL camp, the basis of the strength and high readability of the book lies in its potential to accompany a wide audience consisting of scholars, teachers, and students in their EIL-exploration journey, and its role in giving chance to its readers to delve into the issue more. With its theoretical commentaries by widely published authors, it can make a significant contribution to scholars' understanding the conceptual underpinnings and concerns of EIL paradigm and give them food for thought. In addition, with its thought-provoking questions about traditional ELT applications in technology integration, literature, assessment, curriculum, teaching materials, vocabulary instruction, corpora, grammar teaching, reading, writing, and language learning strategies, the book will prove indispensable to practitioners as the content within the grasp of teachers can encourage them to be critical and reflect on the appropriateness of their classroom practices for local context. Furthermore, the book can serve as a core teaching and learning material for university students majoring teacher education or applied linguistics. Especially two sections as "follow-ups" at the very end of each chapter entitled as *Exploring the Ideas* and *Applying the Ideas* can give readers chance to delve into EIL by answering critical questions and undertaking various tasks from EIL perspective.

If there is a shortcoming in this book, it is the lack of "field-tested-suggestions" which draw on the experience of teachers or academicians in elementary, secondary school settings, and higher education. Readers may sometimes feel that the commentaries do not reach far beyond academic spheres. Thus, with practical tasks closely related to real classroom situations on a more anecdotal level, the book could give a real sense of applying this change although the scope of such an innovation is far broader that can be handled in a book with space constraints.

To make a long story short, with all its nineteen chapters that handle separate issues and the magnificent work of scholarship by authors with several ground-breaking publications, the book can be regarded as an easy read and a worthy addition to the *Routledge ESL and Applied Linguistics Professional Series.*

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