

BOOK REVIEW

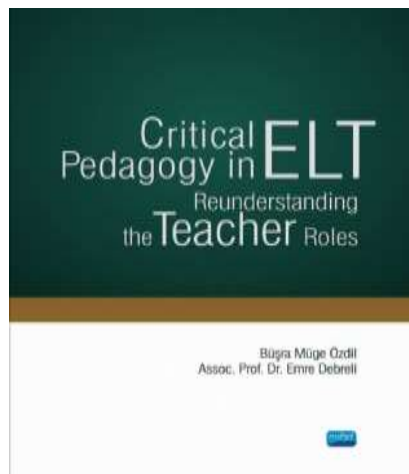
Critical Pedagogy in ELT: Reunderstanding the Teacher Roles (2019)

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Teacher roles in language education have been changing depending on educational philosophies, pedagogies, and reform movements. Therefore, teacher roles have turned into a popular issue in education. Today there are a number of longitudinal studies related to this issue so as to gain a deeper understanding of the teacher roles in terms of Critical Pedagogy (CP) in English language teaching (ELT). Under this framework, *Critical Pedagogy in ELT: Reunderstanding the Teacher Roles* is a newly published book which mainly focuses on the relationship between CP and teacher roles referring to Kumaravadivelu's (2003) classification. The book written by two knowledgeable authors aims to discuss CP philosophy and ELT relationships. Further, it intends to provide English language teachers, prospective teachers, and academics with a valuable resource to understand the language teaching profession from a different perspective.

The book consists of 5 chapters. Chapter 1 presents an introduction to the book. In order to make a smooth transition, the authors start with the definition and purpose of education proposed by some scholars. Then, they briefly present CP towards language teaching and its impact on the teacher roles.

Chapter 2 presents detailed definitions of CP referring to critical language awareness, critical literacy, education of equity, and praxis. CP understanding of education is compared to that of traditional system of schooling with concrete descriptions. Also, theoretical foundations of CP such as philosophical and educational relations are discussed in depth with reference to important figures such as Dewey, Vygotsky, and Frei. Then, parameters of CP in its practical sense are presented as possible guiding principles to design responsive classroom practices in accordance with learners' needs and learning atmosphere. The parameters are categorized as criticality, relevance, participation, and dialogism. After all that, following a critical look at ELT, some studies on CP and English language teaching are shared in a literature review format.

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Chapter 3 is devoted to English language learning and teaching in Turkey. The status of English as a foreign language in Turkey is discussed with reference to the concentric circles introduced by Kachru (1985). The reasons of learning English in Turkey are covered and the main reasons are evaluated from an instrumental view. Then, teacher education programs in Turkey are examined from village institutions to several reform movements made in 1997, 2006, and 2018.

Chapter 4 draws attention to teacher roles from Kumaravadivelu's (2003) perspective. In his framework, teachers are assigned roles such as passive technicians, reflective practitioners, and transformative intellectuals. The expanding characteristics of these roles are discussed in depth with the help of well-organized tables. Further, the impact of CP theory on teacher roles is discussed in accordance with political, ethical, and emancipatory dimensions. Then, teacher roles are presented both in Method Era and Post-method Era through comparison. From Method Era perspective, teacher roles are examined in a way that they change depending on methods used (e.g. 'the authority in the class' in Grammar-Translation Method). On the other side of the coin, teachers in Post-method Era can enjoy being autonomous and reflective on their teaching processes, along with being teachers as researchers. As another aspect of Post-method Era, the three parameters, particularity, possibility, and practicality, suggested by Kumaravadivelu (2001) are mentioned since they have contributed to the development of teacher roles.

In Chapter 5, the authors make a well-organized conclusion. They summarize the previous chapters and state that social, cultural, and historical realities from a CP perspective should be carefully analysed to understand the impact of them on teacher roles.

The book possesses great strengths in terms of its content selection and smooth transition between chapters. It conveys various information related to CP in ELT and teacher roles which constitute contemporary issues in the educational realm. The authors not only provide readers with rich theoretical knowledge but also specific studies related to the content, which makes reading more tangible. One possible drawback about this book may be its insufficient mention of practical sides of teacher roles. Overall, the book is a notable source for English language teachers, prospective teachers, and academics with its reader-friendly organization, alongside its highly informative content.

References

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