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Book Review

English Language Teaching Today: Linking Theories and Practices, by Willy. A. Renandya and Handoyo Puji Widodo (Eds.), Dordrecht, Springer, 2016, 309 pp., \$99.99 (US), ISBN 978-3-319-38832-8

English language teaching (ELT) has always been an interesting field to explore both in second and foreign language context. This volume provides a comprehensive understanding of ELT from its principles to practices. This book discusses the challenges and opportunities in ELT and how to address them effectively. The book consists of 20 chapters and is divided into two parts written by experts in ELT in different topics and contexts. The first part presents the theories, research, and principles in ELT which lead to approaches that can be implemented in areas such as teaching, the use of local languages, and assessment. The second part presents the pedagogical practices related to specific skills, such as writing, reading, listening, speaking, pronunciation, and vocabulary. It also presents some studies in specific areas such as the integration of technology, ELT for vocational purposes, and so forth.

The first part consists of seven chapters, starting with Renandya and Widodo presenting theoretical frameworks of all chapters in the book and exploring principles in ELT. Jacob and Renandya in chapter 2 explore the student-centered learning approach in ELT, including its principles, components, and application. Mahboob and Lin in chapter 3 discuss the roles of local languages in ELT, investigate the use of them in ELT, and introduce the concept of the multimodalities/entextualization cycle in integrating local languages in ELT. Meanwhile, Macalister in chapter 4 criticizes the absence of language learning principles in ELT practices and teachers' inadequacy in utilizing the course books that lead to the ineffectiveness of ELT. Related to English as an international language, Tomlinson in chapter 5 argues that teaching English should focus on students' needs as non-native speakers who need English for communication, rather than for academic purpose only. In the assessment chapter, Brown elaborates on types of assessment in current ELT and presents the issues to help teachers use more effective methods of assessment. Lastly, in chapter 7 Farrel focuses on teachers' journal writing and investigates whether it promotes their reflective practices.

The second part that consists of thirteen chapters starts with Renandya and Jacobs proposing extensive reading and listening strategies as an alternative way to provide input for English learners. They also present the principles and challenges during the implementation. Chang in chapter 9 demonstrates a well-constructed design of teaching English listening which includes pre-listening, while listening, and post listening activities and provides techniques that the teachers can use in listening class. Zhang in chapter 10 recommends the implementation of teaching reading in English classes by outlining the models of reading and then presenting the effective strategies in reading and viewing in L2 classrooms. Goh in chapter 11 presents the principles in teaching speaking and elaborates on three strategies: pre-task planning, task repetition, and metacognition enhancement. Newton in chapter 12 suggests that teachers should carefully integrate students' culture in ELT in order to achieve the holistic communicative goals. Cheung in chapter 13 argues that writing should not only focus on form but also the purpose or message. He then proposes the socio-cognitive approach in achieving the writing goal. Meanwhile, Xu in chapter

14 presents a study of teaching academic writing which results in different production of writing due to different backgrounds of culture and knowledge. Agustien in chapter 15 argues that teachers should teach English grammar through meaningful texts to help students use it in an authentic context and suggests that functional grammar would be the appropriate approach in doing that because it is not only descriptive but also explanatory. Siyanova-Chanturia and Webb in chapter 16 describe the urgency of vocabulary mastery in an EFL context and argue that teachers play a key role in helping the students master the vocabulary by effectively choosing the words to be learnt in and outside the classroom. Wong in chapter 17 discusses the importance of placing attention on students' pronunciation to help them achieve communicative goals in using English as a lingua franca. Related to the use of technology, Wilkinson in chapter 18 shows that English teaching and learning can be enhanced through the support and integration of information and communications technology (ICT). He also notes that it can be done effectively by identifying the teaching objectives before choosing the type of ICT tools and media.

In a specific area, Widodo in chapter 19 highlights the need of English mastery in certain vocation and outlines teaching English for specific purposes (ESP) by analyzing the vocation coverage, elements of material design, and instructional design. In the final chapter, Jaidev and Blackstone demonstrate an inquiry-based proposal on communication projects to help students gain English competence as professionals.

Overall, this book concisely explores various topics and contexts of ELT and provides some rich and grounded theoretical frameworks of ELT which can broaden the knowledge of English teachers and help them improve their teaching practices.

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