



# The Journal of Asia TEFL

<http://journal.asiatefl.org/>

e-ISSN 2466-1511 © 2004 AsiaTEFL.org. All rights reserved.



## Book Review

**The Pedagogy of English as an International Language: Perspectives from Scholars, Teachers and Students**, by Roby Marlina and Ram Ashish Giri (Eds.), Dordrecht, Springer, 2014, 265 pp., 103.99 € (Hardcover), ISBN 978-3-319-06126-9

In the last few decades, there has been a growing interest in the development of teaching English as an international language (EIL). A number of theoretical principles of teaching EIL were proposed, but we also need to be practical about the use of these principles in teaching, curricula, or study programs. Wee (2013) argues that a set of proposals about teaching EIL would be more effective if they include or “trigger debates about just how realistic it might be to try to implement particular suggestions” (p. 203), as opposed to simply informing teachers how to teach EIL. Therefore, this volume not only provides comprehensive and current insights in theoretical discussions, observations, and reflections on the principles of teaching EIL, but also includes voices and reflections of teachers who have already implemented the principles in practice, and students who are studying or have already studied EIL about their views on the application of EIL paradigms. The struggles, tensions and dilemmas that EIL practitioners and students encounter in a wide range of social contexts (Australia, Malaysia, Hong Kong, Japan, Korea, and Vietnam) in teaching and learning EIL are also discussed.

In the introductory chapter, Marlina elaborates the pedagogy of EIL as a conceptual framework and points out the aim of the book is to “trigger debates about how realistic it is to teach English as a pluricentric language” (p. 11). This volume is further divided into three main parts. Part I presents the growing sociolinguistic reality of change in English, and calls for change by offering theoretical principles for teaching EIL in a particular region or country. Kirkpatrick’s chapter, “Teaching English in Asia in Non-Anglo Cultural Contexts: Principles of the ‘Lingua Franca Approach,’” outlines six principles of the Lingua Franca Approach for teaching EIL in ASEAN that could successfully cultivate Asian multilingual and intercultural communicative competence. Then Sharifian’s chapter on “Teaching English as an International Language in Multicultural Contexts: Focus on Australia” proposes the development of Australian multi-varietal and metacultural competence in order to bring about teaching EIL in Australia. Park and Kim’s chapter, “Teaching and Learning of EIL in Korean Culture and Context,” discusses how English language educators in South Korea implement an EIL paradigm in order to achieve the national curriculum objective, and reflect on their English language teaching in order to achieve teaching EIL in a more effective way in the Korean context.

Part II contains six chapters which offer experiences and dimensions of change in different parts of Asia. In the chapter “English as an International Language and Three Challenging Issues in English Language Teaching in Japan,” Honna and Takeshita address how the traditional and dominant American English Speaker Model has to change and they are now working on the implementation of a Japanese English Speaker

Model. Doan's chapter, "Teaching the Target Culture in English Teacher Education Programs: Issues of EIL in Vietnam," shows how English language teacher education in Vietnam is shifting its paradigm from the teaching of culture to a pluricentric approach, from qualitative research conducted with a number of English language educators from different universities in different parts of Vietnam. In the chapter "Implementing EIL Paradigm in ELT Classrooms: Voices of Experienced and Pre-Service English Language Educators in Malaysia," Ali's research also demonstrates a positive attitude towards the EIL paradigm with a bright future in Malaysia. On the other hand, some participants in the research are aware of the challenges in adopting EIL paradigm. In van den Hoven's chapter, "Teaching Teachers to Teach English as an International Language: A Korean Case," she uses the principles for teaching EIL in a culture course for a TESOL certificate program, which aims to stimulate in-service teachers to reflect on the values of EIL pedagogy in Korea. Zacharias's chapter, "The Relocation of Culture in the Teaching of English as an International Language," presents a study on how bilingual English student-teachers (BESTs) use local cultures in their mini-lessons in a microteaching class. The next chapter, "Teaching and Assessing EIL Vocabulary in Hong Kong" by Xu, provides his reflections on how he uses the principles of teaching EIL to develop his teaching approaches and assessment strategies in teaching a vocabulary studies course to university students majoring in English language while teaching in Hong Kong.

Part III draws attention to critical reflection on these changes. Based on the narratives of three English language teachers from Indonesia, Vietnam, and the Philippines, Tupas' chapter, "The Unequal Production of Knowledge in the Sociolinguistics of Englishes," argues that pedagogical implications need to be products of dialogues between scholars and teachers, and need to consider challenges that English language teachers face in language teaching. Likewise, the chapters on "The Cosmetics of Teaching English as an International Language in Japan: A Critical Reflection" and "'So What Do You Want Us to Do?': A Critical Reflection of Teaching English as an International Language in an Australian Context" both share their critical reflections on the pedagogical implications of the plurality of English in Japan and Australia separately. The next chapter, "The WEs/EIL Paradigm and Japan's NS Propensity: Going Beyond the 'Friendly Face' of West-Based TESOL," engages in learning about the diversity of English in a department of World Englishes at a university in Japan. Giri and Foo, in the chapter "On Teaching EIL in a Japanese Context: The Power Within and Power Without", depict the struggles and challenges of teaching EIL and rethink the pedagogical practices as an EIL practitioner in Japan.

Overall, this well-considered book is undoubtedly a valuable resource for EIL teaching and research as well as in the field of international and intercultural communication. The contributions collected in this book cover a wide range of perspectives on the issue of the pedagogy of EIL and helps readers better understand and compare EIL situations in different countries and regions around the world. Meanwhile, it helps motivate EIL researchers, educators, or students to reflect on or to conduct further research on the extent to which these principles can be applied to other contexts, and to propose further principles of teaching EIL.

## Reference

- Wee, L. (2013). Book review: Lubna Alsagoff, Sandra Lee McKay, Guangwei Hu, Willy A. Renandya, (eds). Principles and practices for teaching English as an international language. *TESOL Quarterly*, 47(1), 202–204.

**Xiaoyuan (Doris) Qu**

Department of Curriculum and Instruction, Chinese University of Hong Kong, China  
Email: qxiaoyuan@hotmail.com