

In *Language Teacher Psychology*, editors Mercer and Kostoulas have assembled a comprehensive volume that covers the interface between general education and positive psychology. As such, the book fills a gap in the language teacher education field leaving the readers with some lessons as well as promising perspectives. For example, in the conclusion the editors note that “Perhaps the most obvious lesson to be learned from this collection is that the landscape of research into teacher psychology that exist in SLA is possibly not a barren as the relative paucity of existing research might at first suggest” (p. 331) Furthermore, for those readers looking for implications for future work on language teacher psychology, the volume ends with suggestions such as future work on different SLA teacher populations (e.g. in-service teachers at different stages of their careers), research constructs (e.g. the concept of flow in language teaching), and possible interconnections between the constructs that are explored in the present volume.

Overall, the volume might especially be useful for English language teaching certificate programs, masters and doctoral programs. It might especially be suitable for graduate level courses on issues in language teacher education. As the volume covers a range of topics with diverse methodologies and conceptual frameworks, it might also allow in-service teachers who may wish to reflect on their own development as teachers. Finally, teacher educators who offer courses on language teacher education and who offer teacher training workshops for in-service teachers will benefit greatly from this volume because the volume presents a wide range of issues with diverse methodologies. As such, the volume is definitely a welcome addition to the field of teacher education.

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<https://doi.org/10.1016/j.system.2019.05.005>

***English Language Teacher Preparation in Asia: Policy, Research and Practice*, Subhan Zein, Stroupe Richmond (Eds.). Routledge, London & New York (2018). xi +302 pp. ISBN 9781138095366.**

As an English language teacher, teacher educator, and applied linguist with more than 10 years of experience, I have been highly impacted by the inescapable role of English as a lingua franca for international and intra-national communication. Regarding the scant attention dedicated to teacher education in the Asian context, I find *English Language Teacher Preparation in Asia: Policy, Research and Practice*, edited by Subhan Zein and Richmond Stroupe, a timely contribution to the field of teacher preparation, particularly at the pre-service level, since it encompasses such a wide spectrum of topics, including programme development, professional learning communities, curriculum design, teaching practicum, and teacher assessment. It aims to prepare teachers to teach effectively, imbue policymakers with the results of conducted studies to aid in a better decision-making process, and ultimately boost the English proficiency of their citizens to effectively communicate in the diverse Asian countries as well as in the global society.

Structurally, this thought-provoking volume comprises 15 chapters, subsumed under four sections. The succinct and informative opening chapter, by Subhan Zein, is suggestive of what awaits the reader in the subsequent chapters. Bearing globalisation in mind, Zein foregrounds the decisive impetus and astute needs of student-teachers with respect to education, economy, and politics for teacher preparation in ASEAN Plus Three countries. He further provides an overview of the structure of this volume by stressing the inclusion of theory-informed, practice-driven, and reflection-oriented programmes which sheds light on the discourse of teacher preparation. Part I, ‘Setting the scene’, which contains only one comprehensive chapter by Chiew Hong Ng and Yin Ling Cheung’s, provides the backdrop for the topic with an overview of English teachers in ASEAN Plus Three countries. Extracting about 60 publications on pre-service English language education in these countries over a 15-year-period, the authors convincingly point out that the policy for teacher education pre-eminently hinges upon the individual countries’ stand on the role of the English language.

‘Innovations in teacher preparation’, Part II, offers four chapters grappling with innovative topics. Drawing on the Indonesian context, Zein argues that translanguaging can be considered as a metadiscursive practice in multilingual English language classrooms which can help would-be teachers develop their reflection, critical skills, and interactional discourse. I find Chapter 3 to be particularly intriguing and fruitful as I have been engaged with translanguaging in my classes. Chapter 4, set in the Bruneian context for pre-service teacher preparation and penned by Mayyer Ling and Rinni Haji Amran, draws on value-added measures (VAM) through the employment of Activity Theory and semi-structured interviews to unravel how confrontations contribute to teachers’ inadequate performance. Juliana Othman and Fatiha Senom recognise how teaching practicum can construct and reconstruct Malaysian pre-service ESL teachers’ context-related identity, student-related

identity, disciplinary identity, as well as procedural competence identity to acclimate themselves to the standards of schools. Analysing two Cambodian pre-service teachers' interviews through an exploratory-interpretive paradigm in the light of sociocultural perspectives, Chapter 6, the last chapter in Part II, by Sovannarith Lim and Anne Burns, elucidates two strikingly important themes: conceptual incongruity among pre-service teachers' tangible ambivalences of English and teaching as well as monolingual ideologies entrenched in policy documents, both of which prompt the authors to voice a call for reconceptualising the current practice of ELT in Cambodia. Two critical observations of mention is that had the authors interviewed more pre-service teachers, not just two, they could have consolidated their findings more robustly which may have uncovered more themes. Further, in regards to the data analysis and coding, it would have been beneficial to include an index for inter-coder agreement to see to what extent the themes map onto each other.

'Teacher preparation, development, and evaluation', Part III, comprises five chapters. In their chapter on the evaluation of the Master of Teaching English programme at the University of Brunei Darussalam, authors Ishamina Athirah Gardiner, Sarah Boye, Sallimah M. Salleh, and Norashikin Yusof cogently report on divergent vantage points with respect to length of teacher preparation programmes, challenges and support, course contents, and concurrent structure in teacher preparation. Evaluating the TESOL program to target the academic and personal needs of students from diverse educational and cultural backgrounds at a graduate programme in a university in Japan, Richmond Stroupe and Miyoko Takatama conclude that delivery of academic contents and skills, familiarity with the host culture, and previous professional experiences are some of the challenges to be reciprocally alleviated. In the next chapter, striving to reconcile theory, practice, and modelling in assessment, Aireen Barrios-Arnuco, Rachele Ballesteros-Lintao, Sterling Miranda-Plata, and Marilu Ronosa-Madrunico scrutinize the syllabi related to assessment education in three teacher education institutions in the Philippines, indicating incongruities between assessment education in universities and assessment literacy demands. Hoo Dong Kang's engagingly written Chapter 10 aims to explore and improve the curriculum development for primary school English teachers in 10 Korean universities. The author makes suggestions about the supremacy of teaching methods over English language proficiency and the authoritative role of policymakers in making decisions. The findings of the study were quite enlightening and pertinent to the Iranian context, where I prepare pre-service teachers, since it seeks to determine the most important qualification for English teachers, including command of English, English teaching methods, and knowledge of English. Moreover, triangulating the data through a 7-point Likert scale questionnaire and interviews, the study explores which courses pre-service English teachers deem important for teacher qualification. To me, a particularly convincing chapter in terms of methodology, robust data collection, and the number of participants ($n = 2647$) is Chapter 11 by Sally M. Thomas, Lei Zhang, and Dini Jiang, which sheds light not only on the nature and extent of teachers' professional development and learning but also on the relevance of professional learning communities (PLCs) in Chinese schools in mainland China. Examining the Improving Teacher Development and Educational Quality in China (ITDEQC), the authors accentuate the potential for PLCs to back up English teacher development to address the potential weaknesses of pre-service and in-service training.

Part IV contains three chapters, focusing on 'Teacher preparation and policy'. Investigating eight female teacher educators' perceptions of Task-Based Language Teaching (TBLT) with regard to Vietnamese higher education policies, Khanh-Linh, Tran-Dang, and Marianne Turner confirm that these policies afford teacher autonomy and the renovation of teaching programmes, and that teacher educators can manipulate language policies due to their agentive roles. Nonetheless, the authors could have strengthened their results by collecting more empirical data from more participants not just eight teacher educator participants. Mary Shepard Wong, Jennifer Miller, and Brooke Treadwell observe the paramount challenges facing language teacher preparation in Myanmar in relation to recent educational policy reforms and call for the active collaboration of teachers. Although the authors explain the transcription of the data using Nvivo, to me, the design and paradigm for the thematic analysis of the codes and themes were left unexplained. The penultimate chapter of this volume by Mai Trang Vu explores to what extent the values and perceptions underlying teacher professionalism are in alignment with English Teacher Competencies Framework (ETCF) in Vietnam. The author enumerates "English proficiency, Knowledge of teaching, Knowledge of learners, Reflective teaching, and Contextual knowledge" (p. 266) as the priorities of ETCF. Stroupe and Diaz Maggioli revisit the main contributions from the whole volume, summarize the book's topic broadly by highlighting how ASEAN Plus Three countries sustain cultural and linguistic diversities while preparing themselves for the globalised world, and finally call for further research to be undertaken on teacher education.

Although the value of this volume lies in the treasure trove of information collected in well-paced chapters which brilliantly capture some of the quintessential elements of pre-service teacher preparation with regard to the pervasive role of *globalisation* and *internationalisation*, I believe they failed to take into account that one of the cornerstones of successful intercultural communication for teacher educators, policymakers, and pre-service teachers, predominantly observed in this cultural context, lies in the influential role of Intercultural Pragmatics (IP) (Kecskes, 2014). IP is defined as a socio-cognitive approach which puts a premium upon pragmatics-in-interaction through constant collaboration and negotiation to reach a mutual understanding among speakers of different cultural backgrounds. Regarding modern dialectology and such macro-social attributes as age, gender, social status, regional variance, and ethnic background, Variational Pragmatics (VP) (Barron, 2005) should also inform teacher preparation, curriculum development and assessment, teaching practicum, and policy at large. Of particular relevance, the implementation of IP and VP in Chapter 8 could help us diagnose and meet the needs of international student and teacher populations better, which in turn could lead to a more in-depth evaluation. Furthermore, left untouched are teachers' emotional reactions in the diverse linguistic and cultural surroundings which

greatly affect the process of teaching and learning. Pishghadam, Adamson, and Shayesteh's (2013) *Emotion-Based Language Instruction (EBLI)* posits a new approach to bilingual and multilingual education that seems to be the missing link in the globalised world. Having been a teacher educator in pre-service and in-service classes for more than a decade, I personally feel these issues can have a significant bearing on the success and failure of teachers, whose results boil directly down to the classroom.

Another slight fault in the book is its misleading title. When I first came across the book, I thought it would have a share of all 48 Asian countries in one way or another, but, to my consternation, the book was limited to teacher preparation in 13 countries only. Some Asian countries such as Iran, Oman, Russia, Saudi Arabia, etc. are not included. I hope that future editions of this title will include other Asian nations because they equally deal with globalisation and internationalisation.

I have gained thought-provoking insights from these coherent, comprehensive, and empirically validated chapters, each of which provides a springboard for analysing, discussing, and implementing changes in programme development, curriculum design, teaching practicum, and teacher assessment which are inextricably bound to globalisation. Despite the lack of attention to intercultural and variational pragmatics, some restrictiveness in regional representation, and minor issues with data analysis and transparency, the quality and sheer scope of this collection is constructive and impressive. So, as both an experienced teacher educator and a language teacher, I wholeheartedly recommend it as an important reference for pre-service teachers, novice teachers, teacher educators, and policymakers.

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<https://doi.org/10.1016/j.system.2019.06.003>

Rethinking TESOL in diverse global settings: The language teacher in a time of change, Tim Marr and Fiona English. Bloomsbury, London, UK (2019). Xii + 260pp.

The impetus for this book is one that I believe most readers of this journal would agree with—that it is important to understand and promote the field of TESOL as a discrete academic discipline, replete with its own, albeit multidisciplinary, knowledge base. As English continues to be used in diverse settings around the world, the authors argue that we need more informed experts who understand how English works and how to teach it.

To illustrate the problem, the authors share three excerpts from the field. The first was from a professional development seminar at a Chinese university where the English lecturer struggled to share any English education concepts with colleagues in other departments, saying, “we don’t have any” (p. 1). The second was from an English teacher at an Australian university expressing his disinterest in a linguistics-oriented professional development course, saying, “I just want to help my students to learn better” (p. 1), not learn about English linguistics, implying that he would be a fine teacher without such knowledge. The third came from an advertisement from South Korea, promoting the fact that one need only be a native speaker of English to make a living there, ostensibly teaching English. These excerpts exemplify three areas in need of attention, that is, a need to examine the professional discourse, the requisite knowledge, and the qualifications needed for being an ELT professional.

Most readers, I believe, would agree that professionalism is an issue for TESOL, and that it is necessary to work towards a shared professional knowledge base for English teachers. In fact, this topic was a theme in two recent language teacher education books (Freeman, 2016; Johnson & Golombek, 2016). A point of controversy, however, may come from the authors’ prescription. The core argument in this book is that current TESOL training overemphasizes approaches and methods, and that what is needed to address this issue is to reorient TESOL around linguistics knowledge, which the authors use synonymously with language awareness.

Chapter 1 sets the stage for this proposal, stating that “the ‘language awareness’ agenda is a vital one for ELT” (p. 19). In this introduction, the authors preview their vision of how this could be done. Chapter 2 makes the case that teaching English, since it is now well-established as a global language, requires practitioners to be “linguistically and sociolinguistically