

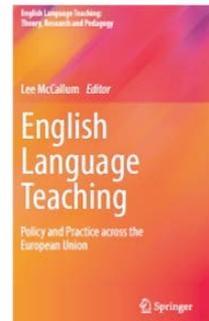
English Language Teaching: Policy and Practice Across the European Union (1st Edition). Lee McCallum, Gateway East, Singapore: Springer Nature (2022), 357 pages, ISBN: 978-981-19-2151-3.

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DOI: <https://doi.org/10.30827/portalin.vi40.27507>

Foreign language competency has been underscored in different countries to promote educational and occupational chances. This emphasis increased with the globalization of the English language in the world as the lingua franca of science and education (Phillipson, 2008). This movement toward English inspired the European Union (EU) to call the citizens for acquiring a foreign language beside their native languages. Consequently, various forms of English language education appeared in the EU (Airey, 2016) including Content-Based Instruction (CBI), Content and Language Integrated Learning (CLIL), and English as a Medium of Instruction (EMI). However, the expansion of English has created some problems concerning mother tongue, language interferences, and contradictory policies and practices. These challenges have been insufficiently examined in academia. Furthermore, exploring and synthesizing the current trends, tensions, and practices in teaching and researching English language teaching (ELT) in the EU has remained unaddressed.



Stimulated by these shortcomings, in this book, McCallum provided a snapshot of the trends and practices in ELT across the EU. Moreover, she depicts the key issues, theoretical tenets, empirical studies, and the challenges of ELT that frequently appear in the classes in the 21st century. This thought-provoking volume affords a panoramic view of ELT themes, policies, and practices in the EU followed by scientific evidence from different levels of education. By doing so, it informs ELT teachers, language teacher trainers, students, and course developers by accentuating the interface among policies, theories, and practices. Although the volume is comprehensive enough, it encourages the readers to make explorations about the emerging themes and issues, too.

Structurally, this volume is divided into four parts. In part I, which encompasses seven chapters, the influences of ELT policies on EU classrooms are explored from different perspectives. In the first chapter, Ng and Cheung provide a systematic review of the conceptual frameworks, benefits, and challenges of ELT at the tertiary level. In doing so, they thematically examined the published studies on Englishization in the European Journal of Language Policy from 2011 to 2020. Part I then presents specific theories and policies that direct ELT practices in different states in the EU. In Portugal, Cavalheiro, Guerra, and Pereira ran a mixed-methods study on teachers' and students' awareness of ELT issues in multilingual contexts. In Poland, Olszewska, Coady, and Markowska-Manista studied teacher education programs in light of language-in-education planning and linguistic imperialism. The use of the first language, in Belgium, to enhance English proficiency of international studies is explicated in Bafort, Thacker, and Vandenbroucke's chapter. Afterwards, Richter and Weissenbaeck examined the factors that influence the choice of a pronunciation model

among Austrian English language students. They found that media and personal experiences determine the selection of an accent (mostly American English). In the last chapter, McCallum focuses on the role of discourses on shaping three ELT teachers' professional identities in Spain using narrative stories.

In Part II, which involves four chapters, theoretical and empirical chapters are presented regarding the common approaches to teaching a foreign language. The opening chapter by Salomon and Dufossé Sournin explains the benefits and challenges of ELT for pre-service teachers in France. Then in Poland, Kaldonek-Crnjaković reports on different emerging issues concerning ELT among students with ADHD. This part also highlights teaching specific language skills. In Chapter 10, Cifone Ponte investigates how speaking activities in textbooks can raise young students' plurilinguistic and pluricultural understandings in Spain. Subsequently, Vraštilová describes the place of reading in English textbooks in Czech and its supplementation. Additionally, the merits and demerits of each strategy are discussed.

Part III, which comprises four chapters, covers innovative models and practices used in secondary and tertiary education. The first chapter by Schurz and Coumel underscores how teachers from multiple EU states materialize grammar and fluency via the Common European Framework of Reference (CEFR). In the second chapter, Suárez and Gesa experimentally analyze the impact of extensive videos on university students' vocabulary development in Spain. Next, Curry substantiates the integration of contrastive analysis into ELT in the EU by enumerating its pedagogical uses. Taking a new stance, Romero Muñoz, in the last chapter, explores the applications of usage-based theories to action-oriented pedagogy and ELT.

As the closing part of the volume, Part IV has four chapters highlighting the use of technologies in English language education in different contexts. In the first chapter, Tafazoli explores ELT teachers' perceptions of Computer-Assisted Language Learning (CALL) in Spain. Likewise, Gómez-Parra's chapter illuminates the use of technology in Spain by reviewing the past, present, and future needs of bilingual teachers. In the next chapter, Burazer and Skela shift toward online education during the pandemic and describe pre-service teachers' experiences in Slovenia. Similarly, in the closing chapter, Kormpas explains teachers' and language center owners' perspectives of online teaching during the COVID-19 pandemic in Greece.

Briefly, this volume is praiseworthy in that it eloquently connects ELT policies, theories, and practices in different contexts. It coherently portrays a panoramic tour of ELT in the EU. This volume also illuminates the tensions, trends, emerging questions, and practices in several settings. However, there are some flaws in the book. The distribution and length of chapters are not proportionate. The first Part is too lengthy with seven chapters, while the rest cover four chapters in each Part. Therefore, future directions and practical implications could be added to all chapters. The sample studies are from particular contexts, hence more geographically diverse studies could be included. Despite these, this illuminating manuscript can expand ELT teachers' and stakeholders' visions of English language policies and practices. Moreover, teacher trainers and course designers can revisit their conceptualizations of ELT across different levels of education.

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