Review of "Teaching English as an International Language: Implementing, Reviewing, and Re-envisioning World Englishes in Language Education"

Title	Teaching English as an International Language: Implementing, Reviewing, and Re-envisioning World Englishes in Language Education
Author	Roby Marliner
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Reviewed by Ka Long Roy Chan (The Hong Kong Polytechnic University, Hong Kong)

World Englishes has been a widely researched field in the last three decades. Although the number of researches on different Englishes has been increasing, it is also noticed that most of these studies are about the description of various varieties of Englishes. Scholars and educators have been focusing on discovering the features of Englishes, and have largely ignored the possibility of "illustrating how an EIL (English as an International Language) curriculum/ program/ course may look like" (p.4). This book is an attempt to fill in this gap. It offers language teachers and scholars an inspirational proposal for implementing an EIL in a university.

The book consists of nine chapters, which guide the readers from the basic to the complicated parts by first providing an introduction of EIL and a detailed literature review on EIL. In order to orient the readers to get into the research context, the book then provides a comprehensive description of the research setting –an EIL program in an Australian university. The goal of the book is to offer a real example for EIL scholars to evaluate and review how an EIL program could and potentially be implemented in any given university, and eventually, more universities worldwide. The book is composed of data collected via various qualitative methods, for example, case study, class observation, interview, material analysis and narrative analysis etc. The book is also structured with both Students' View and Teachers' View in order to give a more all-rounded report of the program as most of the previous studies only present the perspectives from teachers, which largely ignores " the most important group of people involved in an EIL program – the students" (p.5).

The book starts with Chapter One, The Need to Teach EIL, to explain the rationale of carrying out this study. It emphasizes that there is a lack of research on the implementation of EIL programs in the current literature and raises the main research question: "How realistic might it be to implement the suggestions or principles of teaching EIL?" (p.7). The book then ends with emphasizing the needs for EIL programs nowadays with the increasing use of English as the communication tool both inter- and intra-nationally.

The book devotes its second and third chapters on the literature review and methodology. In Chapter Two, Teaching EIL: Calls to Implement Change, it starts by stating various models in

World Englishes (for example, Kachru's (1986) Concentric Model) to provide the reader foundational concepts on understanding why and how EIL is needed in the present era. The chapter then goes on to state the inadequacy on the current literature on how to implement EIL teaching, for example, the lack of research in curriculum design and pedagogical practices in EIL, and relates the current study to some previous approaches, for example, Hino's (2010) EIL Pedagogical Approach. Chapter Three, Studying Teaching EIL, explains the research design in detail, including the instruments and settings. The study consists of data collected through classroom observations, artifact collections and analysis, interviews and narratives over a period of more than three years.

Chapter Four, The Journey to Implement Change: An Autobiographical Narrative, is the narrative from the author himself on how he changed and implemented EIL in his university. It stated the reasons why the author desired to change the original program (EIL-ex) to a more World Englishes based EIL program. Materials of both EIL-ex and EIL program are presented to demonstrate the changes made to the EIL programs by the authors and his colleagues. The material of the EIL program, for example, Powerpoint slides, discussion questions, activities, are all presented in Chapter Five, EIL Teachers Implementing Change, which serves as an extensive review of the EIL programs together with case studies of EIL educators in order to show voices and insights from educators' points of view.

Chapter Six, Reviewing Change: Teacher's Perspectives, reports on how the teachers reacted to the EIL system after they had implemented the program. The study shows that the teachers experienced an 'inner-battle', their tensions and struggles on the EIL concepts and the deep-rooted ESL cultures that have long been in their minds. Whereas in Chapter Seven, EIL Students' Responses to Change, and Chapter Eight, Reviewing Change: From Students' Perspectives, it reports data from the students' perspectives. The interviews of five students who took the EIL programs revealed there are voices supporting the EIL programs, emphasizing the satisfaction of the course from students, there are also comments on how the program was different from the students' expectations and the criticism of EIL as a less popular ideology compared with the traditional ESL context. The chapter then continues with the discussion on the themes generating from this study, including the usefulness of the program, the tensions and conflicts among the students, as well as the 'native or non-native' discussion among students.

The last Chapter, Re-envisioning a Program of On-going Inquiry, summarizes the study by giving a yes to the research question – indicating that EIL teaching is possible and implementable. However, it is also admitted that there are challenges in the process of changing and states both the potential positive and negative influences on teachers and students. The book ends with a list of limitations in the research – the fact that the number of participants is rather small and the context (one single university) is rather limited – and invites scholars of various backgrounds and educators from all around the world to continue this line of research.

In short, the book provides an informative account of how an experimental EIL program was implemented in an Australian university. The well-organized chapters guide readers from the basic to in-depth knowledge of World Englishes and EIL teaching taking the perspectives of both teachers and students. The book is highly recommended for scholars of World Englishes and language teachers who desire to know more about EIL teaching or who wish to implement an EIL program in their institutes. Also, the book provides a solid theoretical background with a wide range of related literatures worldwide, which is resourceful for both novice and experienced scholars or teachers to either start or expand their research scope in World Englishes. As an applied linguist and an instructor, I find the book highly relevant to my teaching, especially when my teaching and research foci centre on world Englishes and English Language Teaching. The case studies and the course materials provided in this book are of high reference values to instructors and linguists whose works are related to EIL, World Englishes and English Language Teaching. The viewpoints both from students and teachers in this book are potentially helpful to reflect on teaching practice.

    There could be a section with quantitative data to back up the qualitative data gathered from a small sample of participants in one tertiary setting. Moreover, a discussion on how to implement an EIL program in ESL or EFL contexts would also be useful. EIL is also a hot topic among the Asian countries, which are mostly ESL (for example, Hong Kong) and EFL (for example, China) countries. More literatures that are Asian-based are also needed since most of the Asian Englishes, for example, Hong Kong English (Chan, 2016/2017) and Korean English (Ahn, 2014), are not surveyed in this bookntexts. Furthermore, the researchers of writing will find some new directions for future research.

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