



## Review of “First and Second Language Use in Asian EFL”

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Frequently, textbooks on TESOL and Applied Linguistics highlight studies regarding English use based on Western countries without much attention to Asian countries, particularly Thailand. This book, however, is solely dedicated to Thai English language education with its application to English as a foreign language (EFL) teaching contexts. This book was written by an Australian scholar who knows Thai people, language, and culture very well, based on over 30 years of research experience in bilingual pedagogy, EFL practices and second language development. Drawing upon his previous teaching experiences in a Thai university, the book explores the impact of L1 in L2 classrooms through tri-level perspectives: pedagogy, the personal, and the profession.

This book is divided into 4 parts: overview, pedagogy, personal, and professional, which will be discussed as follows:

“Part I: Overview” has three chapters. Chapter 1 provides the background to the book by walking through the author’s four professional stints, ranging from teaching ESL in Australia, EFL in Thailand, EFL in Vietnam, Cambodia, and Laos to teacher training in Australia, leading to an in-depth study of Thailand. The author’s experiences are valuable to readers, since they give us a better understanding of him as a person and teaching professional. Chapter 2 addresses the theoretical foundation of the book with regard to language, learning, and teaching. Language is related to identity and culture, which paves the way for readers to recognize its relationship with teaching and learning in Thailand EFL contexts. Chapter 3 illustrates the methodological process of a case study that took place at a Thai university through detailed analysis of each classroom discourse represented through transcripts and field notes in order to see how L1 (Thai) and L2 (English) were used and analyzed.

“Part II: Pedagogic” includes three chapters on bilingual teacher talk, intercultural and intertextual dimensions, and ten principles of L1 use. Chapter 4, on bilingual teacher talk, shows the ways in which teachers use both Thai and English in class for six functions: animating, translating, explaining, creating, prompting and dialoguing, demonstrated through classroom interaction extracts. Drawing upon a functional analysis, the use of Thai is both principled and productive, which means Thai serves as a resource for embedding new forms and meanings from English. In Chapter 5, intercultural and intertextual dimensions are illustrated through explicit and implicit

forms and across both monolingual and bilingual texts such as on Harry Potter, Thai proverb and the Buddha image, which exhibit the intercultural dimension of English language learning. In Chapter 6, based upon the teachers' reflections on their teaching, ten principles of L1 use are described, including L2 knowledge, solidarity, collaboration, time-effective, comprehensibility, inclusivity, contingency, classroom management, globalized communication, and political positioning, which promote efficient means of communication in Thai classrooms.

"Part III: Personal" looks at identity and alterity, language play, and teachers' views of Thai and English performance. Chapter 7 focuses on identity and alterity; the former refers to a sense of self, while the latter is the state, feeling or condition of being 'other', or of being 'othered', which are relevant to EFL pedagogy. Teachers are encouraged to consider the questions "What am I asking of students in terms of their identities?" and "How does this impact upon their capacity/confidence to speak?" in order to develop an awareness of the interpersonal roles through enacting, playing, displaying, acting, and animating, which can allow the teachers to assess whether the range and balance of roles are optimal. Language play in Chapter 8 shows the relationship of verbal humor, play, art, and creativity, which can be applicable to foreign teachers across Asia, since it is beneficial for a teacher's understanding of students and promote one's potential contribution to local practices. Drawing upon teachers' interview data, Chapter 9 reveals teachers' views on their use of Thai and English in classroom, which allows their performances, roles, and affective states to vary. The code switching between Thai and English creates new performance possibilities and new dimensions of identities.

"Part IV: Professional" comprises a discussion of global EFL textbooks, EFL and ESL domains, and productivity at the boundaries. Chapter 10 highlights the teacher's use of global EFL textbooks that have an impact on local pedagogy. The content of teaching materials need to accommodate both local and global aspects that can enable language learners to make use of their existing knowledge as a basis for further exploration into global understandings. Chapter 11 on EFL and ESL domains discusses features of ELT worldwide with regard to learner context as transplanted (i.e. immigrant) or planted (i.e. in situ), English as a subject or a medium of instruction, learner's exposure to L2, bilingual or monolingual teachers, learner's L1, which are all intricately interwoven into understanding and respecting EFL teaching. The book concludes by addressing key three domains: the pedagogic, personal, and professional, which bear implications for EFL professional practices in Asian contexts.

To summarise, this book is beneficial for Asian teachers, foreign teachers in Asia, teacher trainers, research students, and scholars who are interested in an in-depth understanding of language use in EFL classrooms, especially in Thailand. The use of both Thai and English scripts in the book enable a new way of presenting classroom discourse in an authentic manner. Yet, some Thai scripts may be misspelled and require native Thais to verify for any loss in translation. The author, however, carried out the study in such a way that readers can envision how complex EFL classroom interactions can be. Readers should be aware that this study took place at a university and that other educational levels may present different pictures of classroom interactions. Overall, this book not only offers a practical account of a bilingual pedagogical study in Thailand, which can be potentially applicable to a number of EFL contexts, but it also brings new perspectives for those who wish to embark on studies in Asian contexts to be aware of linguistic and cultural diversity that interplay in the methodological and analytical process of research.