them add highlights and text annotations to
their own and others’ work’. They can highlight
connectives that indicate they are linking ideas
or extending ideas and/or explain the overall
SOLO level of their learning outcome and next
steps (p29). The writers have added six
applications that could be useful for helping
ELLs in e-learning. This seems a sensible
approach as there are so many applications
that a reader could be overwhelmed. However,
the field is changing so much that there is also
danger that the inclusion of such a list may
become outdated or obsolete in the future.
There is also no indication whether these
applications are free to use.

In the section on text patterns there are a
number of graphic organisers using the SOLO
taxonomies, for example in relation to
descriptions, sequencing and comparisons.
Each of these graphic organisers are further
explained using rubrics and exemplified with
student work.

One of the drawbacks of the book for this high
school teacher is that most of the exemplars
are from primary and intermediate schools.
However, the pedagogical approaches to
teaching ELLs using the SOLO taxonomy are
applicable to learners of all ages and stages.
This book should grace the bookshelves of all
practising teachers who have ELLs in their
classes.

Lap Tuen Wong and Aditi Dubey-Jhaveri (eds.)
(2015) *English language education in a global

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Here is a collection that gives glimpses into
what is current in the teaching and learning of
English around the world. Perhaps the word
‘glimpses’ doesn’t do the book justice. For their
solid book of 30 chapters the editors chose
contributors from ten contexts, with an eye to
places which, in their view, demonstrate “the
most influential frameworks and advanced
models of ELE internationally” (p. ix). This
criterion includes New Zealand. The
biographical details of the 43 contributors and
the contents of their chapters show that many
bring a wider perspective than simply from the
country where they are currently based.

The organisation of such a large collection must
have offered a challenge. However the editors,
both based in Hong Kong, had made their
decision before calling for contributions. They
wanted three categories of insight. Part 1
would consider theory and its global
implications, Part 2 would focus on practices
and in Part 3 the authors would present issues
and challenges. Not surprisingly it would be
hard to present any one of these three without
some dipping into the other two. They appear
not have imposed word limits. Chapters, and
indeed their reference lists, vary widely in
length.

David Nunan opens Part One, the only section
which is not country specific, by addressing the
question of whose standards prevail in English
Language Education (ELE) internationally. From
his lifetime perspective he traces attitudes that
have moved through divisions such as Inner
Circle countries versus the rest, and then the
recognition of various forms of English. Despite
international recognition of the latter, some
countries, Singapore being one of them,
discourage the use of their own version (in this
case Singlish) in ELE in favour of ‘standard’
English. Nunan’s interesting conclusion
suggests three criteria for promoting standard
versions of any language. Transferred into
question form these could become, “Can
people understand?”, “Are the forms
appropriate?” and “How effective are they?”. Several of the chapters in this first part address
specific teaching problems. Learner autonomy
is the topic of Chapter 4 by Weng-Cheng Hsu,
who has taught in the PRC, Taiwan and the UK.
Following a review of Western perspectives, he
describes the Eastern concept “from a
historical, philosophical and cultural
perspective” (p. 35) which includes the beliefs of Confucius. Finally he suggests a new interpretation which he believes will advantage both Western and Eastern “practitioners who promote autonomy in any context around the globe” (ibid). It did occur to me, with the growing interest in learning English in the Middle East and Africa, that this binary distinction may need broadening soon.

Part 1 ends with a chapter by three authors, the two editors plus Heidi Wong who, at the time of writing, was a Ph D candidate at Canterbury. They are concerned with the matching of learning and teaching styles in the classroom. Their graphic summary of this challenge in Figure 10.1 and the explanation that follows (pp 106-7) are worth the time it takes to sort out the details.

Part 2 has a chapter from each of the ten parts of the world selected by the editors. As well as this geographic range there is variety in the perspectives: a case study in a New Zealand report (Chapter 15), a national overview in Chapter 16 from India, and a focus on materials development from Hong Kong in Chapter 20. Moyra Sweetnam Evans from the Language School at Otago raises several concerns including finding suitable settings for students to complete a practicum. One of the strengths of this chapter is the inclusion of student feedback in the form of direct quotes.

Part 3 is about issues and challenges, a topic which, as noted earlier, is touched on in previous chapters too. It would be difficult to speak about practices without touching also on some challenges. De Costa and Qin, both from Michigan State University, open with an overview of past, present and future challenges in the United States. They date the past as going back to the 1960s and for the future they use their own suggestions. For a bird’s eye view of these, turn to Table 21.1 (p. 231), which lists seven types of programme for English language learners based on work by Freeman and Freeman. As two examples they distinguish between English immersion and structured English immersion. In Chapter 27 Mark Brooke from the National University of Singapore reports on the design and delivery of EAP Writing courses for students from a range of disciplines and countries of origin. How do the planners find enough common ground? What about the planners’ (and teachers’) own lack of knowledge of the students’ subjects? For this and other challenges there are suggestions that others should find useful.

It seems petty to mention such minor matters as slips in English and proofreading, but before ending with the praise the book deserves, let me suggest that for a second edition a proof-reader could go through the chapters with a fine tooth comb.

Because this book landed in my letterbox the day before I left for an international conference of English language teachers, I took it with me. People teaching in a range of countries looked at it briefly in exchange for giving their first impressions. Their comments suggested to me that the book will be widely read by practitioners as well as by policy makers. Two teachers working with refugees in camps in the Middle East were interested in Chapter 24 about African refugee students in Western Australia. Another, heading shortly to India, pounced on the chapters relating to that country. To borrow some words from tributes on the back cover, the “scale and depth” (Anne Burns) plus
the “unique and fascinating perspectives” (Jack Richards) of this book make it “informative and stimulating” (William Littlewood).


Reviewed by
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The key to new migrants and refugees successfully settling into New Zealand is coming to grips with the English language. This series by Clare Harris is a very accessible introduction to antipodean culture and elementary English conveyed through the urban residents of Hope Street. The series comprises a reader with CD, and a teacher’s guide/workbook that contains the reader’s stories and pointers on how to apply them.

Maybe Next Year is a library reader pitched at the beginning ESOL learner. It contains eight different mini stories about a separate character from the street in everyday situations. It uses the simple present tense and introduces some very helpful language and customs in an engaging and appealing layout.

Cleverly, the title of the book is the underlying theme running throughout each of the stories. The reader has an after reading prediction activity involving what they think might happen, as well as being given the opportunity to relate the story’s situation to themselves. Usefully, there is also a slow paced audio CD that can be utilized in class by the teacher or copied and distributed to the students to use at home.

Accompanying the reader is a teacher’s guide and workbook that includes all of the stories as a photocopiable resource with the provision for students to write notes at the bottom of each page. The second half of the workbook encompasses a series of language exercises for each of the stories. Each of these activities has initial pre-reading and after reading suggestions, as well as a communicative aspect which enables students to discuss some of the cultural distinctions that are suggested in the stories and share their own experiences with their classmates. The language activities focus on word building that can be done either in or out of the classroom. They follow a predictable pattern of an initial activity based on the language point learnt, quizzes, word finds and missing words. There is a board game at the end of the workbook which seems like a summative practice for the vocabulary learnt across the eight stories. Games like this are an excellent method to revise the language learnt. However, in order to challenge the students, I felt the sentence structures in the stories could have been appropriated here in order to extend the students. Harris does provide a lot of different ideas on how these resources can be used and so bearing this in mind, teachers could use this game more flexibly with their class.

Six Stories from Hope Street is the next level up, Beginner B, and focuses on the past tense. It introduces more characters who live on the street and the daily situations they are involved in. The workbook exercises are sequenced in a similar way to the first, with cut up and match exercises, quizzes, crosswords and missing words with all the answers included in the back of the workbook, so there is plenty of support material for in and out of class.