Book Review

Faces of English: Students, Teachers, and Pedagogy
Lillian L. C. Wong and Ken Hyland (Eds.).

Reviewed by:
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The ever-changing landscape of English language education becomes increasingly difficult to manoeuvre in the 21st century, especially so in the TESOL context, due to the rapid expansion of pedagogical theories and research, innovation in teaching and learning practices, and the advancement and widespread implementation of technology in language education. Consolidating key contemporary topics and scholarship in English language teaching and learning, Faces of English Education: Students, Teachers, and Pedagogy is a welcome addition to current literature on English language education addressing the needs of diverse stakeholders in this dynamic field.

This edited volume is divided into four parts: Part I (chapters 2-5) highlights the significance of learner identity and motivation in English language teaching and learning, Part II (chapters 6-9) discusses current classroom pedagogies and practices to enhance learning, Part III (chapters 10-13) probes language learning beyond the classroom through communicative and collaborative approaches and the use of technology, and Part IV (chapters 14-17) presents the importance and means of teacher training and professional development. This book is an especially valuable resource for readers of AJAL because over half the chapters are situated in the Asian context. As with any edited volume, not every chapter will be relevant to the interests of all readers. Chapter 1 efficiently addresses this by serving as an introduction and providing comprehensive summaries of each chapter to help readers navigate the book with ease.
In addition to the grouping of chapters by themes, there are multiple common strands running throughout the book allowing for comprehensive coverage of different perspectives on topics and strong cohesion among chapters. One such interesting strand is the push for higher levels of student agency in language learning. Multiple authors build a strong case for learner autonomy to be achieved through innovative and practical means, such as project-based learning, reflective writing, and out-of-class contact assignments. As successfully demonstrated by those authors, a learner-centric approach not only allows for a more tailored learning experience, but it also fosters communicative competencies and personal development by building awareness of learner identity and boosting motivation to express it. This thread is most prominent in chapters 8-11 and will prove highly beneficial for teachers and syllabus and course designers in Asia where students still tend to be passive recipients of knowledge in teacher-centric approaches and educators show reluctance to change.

This edited volume is also a goldmine for researchers specialising in TESOL and technology in language education. Almost half of the chapters report on in-depth research conducted by the authors in relatively unexplored areas in language education. For example, chapters 14 and 16 explore the potential of online language teacher education (OLTE) and opportunities for professional development of novice English teachers in Asia respectively to address the shortage of qualified English language teachers worldwide. While chapters 12 and 13 provide a springboard for research into designing LMOOCs and using learning analytics to empower language learners beyond the classroom respectively, Chapter 17 presents a case study of implementing a constructivist learning approach in South Korea. While this and other case studies in the book are highly detailed and likely to be attractive to readers, some of them are based on a relatively small pool of participants and others run the risk of being primarily descriptive. Despite such minor shortcomings, this book provides a strong groundwork for further research.

Achieving the delicate balance between theory and practice, the book functions as a practical guide for language teachers attempting to improve their classroom pedagogy. This is well illustrated by chapters 4 and 8 which insightfully articulate the benefits of utilising reflective writing in language classrooms and specialised DIY corpora in EAP classrooms, while also providing a scaffolding for implementing these practices and recommendations to counter difficulties teachers might face. Authors of these chapters also provide valuable insights into how such highly personalised practices can benefit learners in the long run in terms of language development and personal growth.

*Faces of English Education: Students, Teachers, and Pedagogy* proves itself to be a valuable reference to help stakeholders navigate the English language education landscape. It consolidates contemporary thinking, scholarship, and innovations within the field and renders them easily accessible for readers. Along with being a practical guide for teachers, a reference point for curriculum designers, and providing a starting point for researchers, this book will inspire teacher trainees and interest anyone looking into identity studies and incidental learning.

**About the reviewer**
Gagandeep Singh is an assistant lecturer in the Centre for Applied English Studies at The University of Hong Kong. His research interests include comparative literature, film studies, student autonomy, and language, culture and identity.