



Banegas, D. L. (Ed., 2020). *Content knowledge in English language teacher education*. Bloomsbury.

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A concern with teachers' content knowledge has been growing alongside the growth in pedagogical knowledge and, as the title of this book refers to explicitly, teacher education. Teachers' English knowledge, as Banegas argues, has been brought about on the one hand by effectiveness of teaching English, and on the other by teachers' professional identity. The book aims to discuss a key question: How much English should a teacher of English know to teach it effectively as a second / foreign language?

The book comprises an introduction by the editor and fourteen chapters. Chapters 1 to 9 focus on English as a system, while the remaining chapters concentrate on English language proficiency. Banegas explains "knowledge about language" (p. 3) as English as a system. In other words, in English Language Teacher Education (ELTE), linguistics is the content knowledge. And English language proficiency refers to "the aspects of being able to do something with the language as knowing about it" (p. 3). The relevance of the book is consideration of context circumstances. Not only the contributors include teacher educators, university lecturers and English teachers, who presented how they develop and configure knowledge of and about the English language; but also the studies were taken place in a wide range of geographical settings, including, the United States, Latin America (i.e. Argentina, Chile, Ecuador and Mexico), Asia (i.e. Japan, China) and Australia, some of them being underrepresented in the international literature.

In Chapter 1, Ikeda introduces how History of English gives teachers and student-teachers history-based tips of teaching language knowledge and helps learners study and use English with historical insights in mind. The author argues that it can only partially contribute to learners' English acquisition. In Chapter 2, Chappell suggests that theory and practice are woven together to present a pedagogically relevant and practical linguistics for second language teaching and learning. The author argues that a functional model of language provides an effective pedagogic grammar for language teacher education. It explicitly relates the functional language system to the cultural and social contexts in which it is used. It offers a systematic description

of how language use varies from one context to the other by considering the differences in ideational content, interpersonal relations between speakers/ writers/ readers and the mode of communication.

In Chapter 3, Anglada describes two commonly adopted teaching approaches to English grammar, namely a formal model and systematic functional model. It aims to present the focus and learning activities in Initial English Language Teacher Education (IELTE), and reflect on the twofold essence of language grammar, the *form* (linguistic expressor) and *meaning* (functional purpose). In Chapter 4, Hardacre and Snow showcase one of the courses - Pedagogical Grammar of a Masters TESOL programme. The course attempted to provide an overview of all major topics of grammar as well as strategies and best practices regarding the teacher of grammar. It offers concrete and useful explanations of the teaching content, such as use of linguistic corpora, strategies of giving feedback, examples of grammar activities adopting content-based and task-based learning.

In Chapter 5, Schmitt outlines the use of other languages in the linguistic analysis course at an ELTE programme in the United States. The context is where students are mostly bilingual or with considerable diversity among the native speakers of English. Incorporating other languages into learning activities, for instance, a Chinese language menu and Portuguese language street signs, it promotes the engagement of students, creates a more democratic space, and from the notion of translanguaging, it increases the flexibility of the teachers and students. In Chapter 6, Zhang and Wei present empirical evidence of five students from the *English as a Global Language* module of an MA TESOL programme in a Sino-UK international collaborative university in China. The Chinese students' realisation and legitimisation of the plurality of Englishes is found in the study. Most importantly, the course equipped the students to reflect on the English variety in China and challenges teachers to apply world Englishes to teaching at primary and secondary level are addressed.

In Chapter 7, Heras presents the design of the module *Basic Pragmatics* in an IELTE programme in Ecuador. The chapter addresses the importance of pragmatics in language teaching and learning and suggests that videos, in particular films, are among the best materials when teaching pragmatics in language classrooms. In Chapter 8, Serrano and Méndez show how traditional Discourse Analysis (DA) is introduced in an IELTE programme in Mexico. The course included different approaches of DA as well as the students experiencing of doing DA. Positive comments from the student-teachers demonstrate a rise in awareness of the theoretical concepts in discourse and their application to social and cultural reality.

In Chapter 9, Blázquez, Espinosa and Labastia describe the diction module which adopted both intuitive-imitative and analytic-linguistic approaches to the acquisition of pronunciation in Mexico. The module focuses on both segmental and suprasegmental aspects of English pronunciations for mixed-ability groups of student-teachers. They engaged in an inductive way of learning with consciousness-raising activities. The chapter also provides insights on students' affections in learning pronunciations. In Chapter 10, Banfi details the module – *English Language IV* – of a teacher education course, which has been taught in different institutes for 20 years in Argentina. The comprehensiveness of the module not only enables the students to articulate prior knowledge but also develops student-teachers' linguistic, academic and professional skills.

In Chapter 11, Jeldres and Espinoza show the design, implementation and evaluation of the strategy of a writing portfolio in an IELTE programme in Chile. The empirical evidence from 34 first year student-teachers showed improvement in writing production adopting portfolio as a tool in a process-oriented learning approach. The study also aimed to develop students' language proficiency and reflective skills. In Chapter 12, Barahona and Benítez present an ELTE programme in Chile with an emphasis on enhancing the English language proficiency of student-teachers. The module Advanced English is based on a sociocultural perspective of learning, empowering students to be active and independent thinkers. The teaching approaches of the module include task-based, project-based and content-based approaches, and use of authentic materials. The

highlight of the module is the adoption of a wide range of ten assessments which focus on four skills, for instance, mini-essays, speaking projects, and the use of an English test. The positive feedback and concrete examples given by the student-teachers proved the effectiveness of this well-designed module.

In Chapter 13, Güngör introduces the non-native student-teachers' English Language Proficiency (ELP) in Turkey. It summarises the development and issues of initial ELTE programmes as well as the student-teachers' English language training from international and national studies. Most importantly, it suggests the importance of ELP of English teachers and their ability to teach the language. The chapter also focuses on the ways content knowledge is approached and to develop linguistic and pedagogical knowledge of English student-teachers in Turkey. In Chapter 14, Soto and Ramírez discuss incorporating cultural elements into the *Workshop on Language Skills* which aims to enhance student-teachers' English language proficiency in Argentina. It suggests that raising cultural awareness of student-teachers not only is beneficial to their language proficiency, but also helps to develop their own teacher's cognitions and identity as well as to enrich their language-learning journey.

In sum, the variation between individual chapters in terms of the issues they addressed, the approach taken and the depth with which empirical data are analysed, this volume will be valuable for many readers involved in teacher education, language teaching and language researchers. A highlight of the book is that at the end of each chapter, the section "Questions for change" addressed fundamental questions about the topic, as well as leading the reader to reflect on the implementation of the concepts/theories into practices. Various contributors offer thought-provoking and refreshing perspectives on controversial issues. As a teacher educator and reader, I was prompted to think critically about some of the established practices in my own pre-service teacher education context. All in all, this book provides a strong argument for designing and developing English Language Teacher Education (ELTE) by different teacher educators in situated practices around the world.