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Book Review

**Challenges of Second and Foreign Language Education in a
Globalized World Studies. Pawlak Mirosław & Anna
Mystkowska-Wiertelak (2018), Springer, ISBN 978-3-319-66974-8**

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1. Introduction

This book is an edited collection of papers brought together by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated to enhance the effectiveness of the processes of language teaching and learning. The authors of the book are Pawlak and Mystkowska-Wiertelak, figures in applied linguistics. Their research interests include individual differences, motivation, willingness to communicate, and language learning strategies.

As suggested by its title, the book is one of the series that brings together volumes dealing with

different aspects of learning and teaching second and foreign languages. The titles included are both monographs and edited collections focusing on a variety of topics ranging from the processes underlying second language acquisition, through various aspects of language learning in instructed and non-instructed settings, to different facets of the teaching process, including syllabus choice, materials design, classroom practices, and evaluation. The publications reflect state-of-the-art developments in those areas; they adopt a wide range of theoretical perspectives and follow diverse research paradigms.

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The intended audience are all those who are interested in naturalistic and classroom second language acquisition, including researchers, methodologists, curriculum and materials designers, teachers, and undergraduate and graduate students undertaking empirical investigations of how second languages are learned and taught. This book is an introductory self-study guide written for an audience of novice and experienced teachers and undergraduate TESOL as well as applied linguistics students wishing to have basic understanding of key concepts, issues of teaching ESL/EFL learners as well as challenges in a globalized world. It is evident that the book addresses international TESOL contexts, but does not deal with country-specific issues pertaining to the TESOL field. The book exhibits an instructive format represented in the discussion of key issues and definitions of basic concepts. Implications pertinent to L2 learners' age, background, and settings of learning are not reviewed; therefore, the scope of the content is indistinctly covering issues and concepts in ESL/EFL teaching settings. Within their book, Pawlak and Mystkowska-Wiertelak (2018) propose rich illustrations of theoretical constructs through providing three parts.

The parts include Challenges of Language Teaching and Learning, Challenges of Researching Language Classrooms, Challenges of Teacher Education and Development. The editors moved on each part with a certain focus on the mind. In Part One, the emphasis is placed on challenges that second language education has to face, both those more general, dealing with language policy issues, and those more specific, concerned with instructional options in the language classroom. Part Two focuses on challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom, both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction. Finally, Part Three is devoted to challenges involved in second and foreign language teacher education, the quality of which to a large extent determines the outcomes of second language education in any educational context.

In the preface, the editors made an attempt in referring to the uniqueness of their paper by

highlighting their willingness in the current collection of papers due to their own honor and respect toward Krystyna Drożdżal-Szelest. The author further moves on saying that although they have edited or co-edited a number of volumes over the past 15 years, including those published in honor of distinguished friends and colleagues in the fields of second-language acquisition and applied linguistics, none of them has been as special and personal as the present collection of papers.

The editors successfully provide paper definitions, present some theories, and develop the related literature to deal effectively with the issue of language teaching. The book can serve as a useful resource for graduate and postgraduate students interested in how language and its use are regulated in the world and can be of interest to scholars and practitioners working in the field of language teaching and planning. It well represents the challenges of Second and Foreign Language Education in a Globalized World which are common to the community of either language learners, or language planners.

The book has been divided into three parts, each including contributions that are linked by a common thread.

2. An Overview on the Parts of the Book

2.1. Challenges of Language Teaching and Learning

The first chapter of this book, which begins with a volume in honor of a colleague in the field of applied linguistics and English Language Teaching (ELT), is to view through personal lenses the "missionary" aspect of ideas and behavior of English as a Foreign Language (EFL) teachers and teacher trainers. Part I, includes the challenges of language teaching and learning. It is the most extensive but also the most general in nature, bringing together nine contributions devoted to the concept of mission in English language teaching, the need for applications in our field, language instruction in non-specialist departments in universities, the role of emotions, gestures, and creativity in language learning, the use of simulation in the development of intercultural communicative competence, teaching business

English, and a comparison of aspects of language education in Norway and Poland.

2.2. Challenges of Researching Language Classrooms

Part II, entitled Challenges of Researching Language Classrooms, comprises six papers discussing the results of original research projects focusing on the use of think-aloud protocols in translation tasks, the link between ambiguity tolerance and willingness to communicate in a second language, the application of reproductive qualitative modeling in the study of motivation, learners' awareness of the role of their mother tongue in learning second and third languages, the impact of instruction in affective learning strategies on anxiety levels, as well as universal characteristics of effective language teachers.

2.3. Challenges of Teacher Education and Development

Part III, Challenges of Teacher Education and Development, contains four chapters regarding such issues as the contribution of metaphor to the development of knowledge about language teaching methodology, the pitfalls of adopting neoliberal policies in teacher education, long-term development of teacher identity, and the role of international experience in shaping future teachers' beliefs about the need to foster intercultural communicative competence. We are confident that all the papers included in this collection will, on the one hand, constitute important signposts for those researching the processes of second and foreign language teaching and learning, providing food for thought and a source of ideas for future empirical investigations, and, on the other, serve as well as an important impulse for teachers who are willing to engage in professional reflection and are constantly on the lookout for ways in which their classroom practices could be enhanced.

3. Concluding Remarks

The authors of the current book have successfully collected, developed, and discussed their intended papers, via explaining the current controversies and providing a large body of examples that serves to address the challenges novice and experienced EFL/ESL teachers and learners may face in their endeavor

of language teaching and learning. The most prevailing contribution of their book to the field is the comprehensive and complementary scope of their chosen papers along with their thorough and deep explanation regarding each part. The other point worth mentioning is their consideration of the context in the selection of papers in which each is chosen according to a contextualized approach to language teaching challenges. Additionally, not only is the book a host of detailed papers and information from different parts of the world, but it also equips the readers with a clearer thorough insight into, and creates a salient understanding of, the issue. In their review of *Challenges of Second and Foreign Language Education in a Globalized World Studies*, the authors' main contribution is providing answers to the call by Krystyna Drożdżał-Szelest in delving more deeply into the challenges with which prospective language teachers and learners might face in their process of language teaching, learning, conducting research, and developing professionally.

In all, a minor correctable limitation that we may find somewhat dissatisfying is the text font size, which is slightly smaller than it should be expected. Also, since the book is instructive in format, in our point of view, the use of graphic organizers and visual representations of conceptual content could have been useful. As discussed in the introduction to the book, users intending to study independently can find such practical guides as goals, tasks, reflection, summary, and glossary particularly helpful. In addition, readers are highly suggested to read the papers with a critical stance in mind to shape their own view of each paper and comment on them while necessary. The book is a highly recommendable supplementary resource for teacher preparation courses and novice teachers willing to enhance their knowledge and skills of ESL/EFL teaching and conducting research. The book can be considered as a great help in inspiring great ideas for further research in this line of research and to find the existing obstacles. We are confident that the readers will appreciate this work because of its clarity, conciseness, and organization that can color their view of the main concepts of language teaching, research, ideology, etc., with fresh paint.

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