

Reviews

Developing Multilingual Writing: Agency, Audience, Identity.
Hiroe Kobayashi and Carol Rinnert. Springer, 2023. xv + 353
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L1 and L2 writing and the influence of both on each other have been researched extensively (Gonca, 2016; Uzawa, 1996; van Weijen et al., 2009). Fewer observations are available in one volume of L1, L2, and L3 writing, the developmental trajectories of multilingual writers (two or more languages), the specific strategies they use, or how they use their unique identities to create meaning in text and connect with the reader. Using a style that flows from theory to quantitative data and then to deeper qualitative analysis, the authors provide comprehensive insight into the concepts of agency, audience, and author identity.

While exploring new and previously gathered data, the authors promise a study of the development of multilingual writing. As the title indicates, the book offers a focus on multilingual writers (those writing with two or more languages) and the agency (control over text features and conventions), audience (potential, imagined, future readers), and identity of the writers that is co-created by the reader and progresses along a developmental path. It argues that this research includes new and innovative approaches to theories of SLA and L1/L2 writing that add to the current body of best pedagogical and research practices.

The book is organized into ten sections that fall under three main divisions: Part I: Development of Multilingual Writing; Part II: Interconnectedness of Agency, Audience, Identity; and Part III: Synthesis and Implications. In addition to these three Parts, the About and the Introduction sections guide the reader by outlining the theoretical approaches, aims, research

questions, and methodologies, and a review of current literature. It is here that, along with an explanation of where this research falls within the current literature, the authors illustrate how this book works to fill gaps in previous research. Part I offers four text-analysis-based studies that focus on English and Japanese writing using a cross-sectional approach. Part II presents more in-depth case studies to give a deeper examination of the “interconnectedness between text, audience by individual multilingual writers in two or three languages” (p. ix) and broadens the writing focus to include academic, creative, scholarly, and artistic genres. Part III is a synthesis of the research outcomes that emerged from Parts I and II and supplies the implications relating to theory, methodology, and pedagogy.

The academic writing style, while not particularly dense, does require either scaffolding or a solid knowledge base of best practices for teaching writing with writers or students who are bilingual or multilingual. While this volume is not recommended as an introductory text, readers familiar with SLA and writing-related concepts such as writer motivation, discourse analysis, and rhetorical features will not struggle with the ideas contained therein. However, further reading may be essential for understanding newer and emerging theories about multicompetence, complex systems theory, adaptive transfer, multilingual motivation, and translanguaging.

The authors specifically note, and I agree, that the book will be practical for researchers and teachers. One of the books appeals is the potential for its use in many educational and research settings. The authors clearly present how they assembled and examined their data, making it an asset to courses focused on teaching ESL writing in Master’s or Ph.D. programs. Similarly, as the subject matter is focused on the newest set of best practices in multilingual writing instruction, it will add to the curriculum used by advisors of students in EFL teacher training programs as they work to help their budding practitioners understand how writing skills are developed. In my own case, I felt that it would be beneficial for experienced instructors who are already familiar with writing theory as an update to their current teaching of writing with multilingual learners.

The authors draw extensively on past and present scholarly research in the fields of SLA and L1/L2 Writing. In the review of literature, readers can find a neat and easily understandable explanation of previous views held by the SLA community regarding concepts such as multiple competence, complex systems theory, transfer (as a creative, dynamic, and fluid process), and translanguaging contrasted with developing theories about these concepts. Furthermore, the authors add to the current scholarly literature by

offering innovative L2 text analysis of multiple genres to apply in other language contexts and break new ground by extending the empirical analysis of L2 writing to the same writers' L1 and L3 texts. The volume includes a comprehensive discussion of how this research builds on previous research while it gathers and adds to it, particularly regarding the social view of writing (Hyland, 2011; Prior, 2001). Closely related to the research of writing as a social act, the volume also explores the role of co-constructed writer identity, which has not been explored in length, where it connects to the relationship between the writer and the audience and the writer's awareness of the audience.

The aims of the authors, reached through extensive examination of both quantitative and qualitative data, are "to find out how multilingual writers become able to take conscious control over their own text construction so they can respond effectively to their expected audiences and realize their full potential as multiliterate members of society" (p. 2). Additionally, while taking the view that linguistic development is an integral part of being able to write well, they primarily focus on the process of writer development and agency rather than what is produced (p. 2). Speaking further of their aims and the results that emerge from their research, Kobayashi and Rinnert delineate three concerns related to the construction of texts as a social act: writer agency, audience expectations, and co-constructed nature of writer identity by writer and reader (p. 2). To deal with these concerns, they present a wealth of research that connects good writing with the level of writer awareness toward the audience.

Additionally, while highlighting limitations of their work, they point out potential areas for future research and help fill gaps in previous research, which looks at the role of writer identity in relation to audience expectations and writer agency as well as research gaps that offer an integrated focus on all three concerns. Their approach attempts to connect rhetorical text features, composing processes, and how "composing activities are associated with specific text features for individual writers" (p. 239). This allowed them to uncover "individual writers' distinctive use of a variety of strategies at both local and global levels" (p. 239). Furthermore, looking at voice as it relates to identity, their research also challenges conventions held about its development (p. 162). Thus, we can not only understand old lenses and frameworks, but also have access to new ones that will allow further study and pedagogical support for our students.

Moreover, by using case studies, which included traditional students as well as academics, and an artist, and detailed cross-sectional examination

of essays, they fulfill their aim to supply a guide for teachers by showing the “general developmental path from novice to advanced writers” (p. v). Via their methodology and through their SLA and L1/L2 writing theories, which view writing as a social action, readers are shown how students learn to draw on their own learned writing knowledge to raise levels of sophistication in their writing and make more connections with perceived audiences. From this, readers can also picture how to focus on developing these abilities in our own students—or students of our students.

Each part of the book builds on the previous section, helping the reader gain a deeper understanding of the prior discussion. At the same time, readers learn how the progression of ideas connects and integrates with the three concepts of focus: the development of writer agency, audience, and identity. The plentiful student writing samples greatly enhanced my understanding of how to compare writers at different stages of development, and the case studies reminded me that each of my learners comes to the classroom with a unique background and set of learning experiences. There are few specific examples of classroom pedagogy; however, from a teacher perspective, the look into how one can parse student work to track their writing development and how one could use that data, paired with the to support student growth, is something that I want to work on. After reading this book, I feel I am more equipped to help my students gain more meta-awareness of how to use their L1, L2, and L3 (when applicable) as resources upon which they can draw to have better writing experiences in all languages. I believe that I am now more knowledgeable and more likely to be able to empower my students with the knowledge that they have a more extensive skills repertoire than they may already be aware of.

Further strengths of this volume are found in the arguments and their substantiation addressed in the data. As previously discussed, the authors contend that writing is a social action, and substantial evidence for the accuracy of this is found in their demonstration of how students made decisions to use the rhetorical constructions of their essays based on their own experiences and beliefs about what is right for a specific audience. Another strength is the delineation of how to empower—how to help writers move from novice to beyond and how to support their journey towards becoming independent writers who have meta-awareness of agency, audience, and their ever-changing identity. This volume gives teachers new means to assess the strengths and weaknesses of their students and do further research in this field by looking at their students’ writing using the same methods this volume’s authors use.

To conclude, Kobayashi and Rinnert posit that writing is a social act; writers assess the audience, set goals, choose appropriate text features, and communicate ideas to an audience—perceived, imagined, or future. In agreement with previous research, they assert that there is a positive relationship between linguistic development and writing ability development—and choose a focus on the latter. Using a considerable amount of data, they look at two not-yet-well-researched elements: the exploration of the role of multilingual writer identity in writer development, particularly in its relationship with agency (the text features writers use including “diverse or innovative ways of using text features that they had internalized” (p. 238) which are then interpreted by the audience (reader). They assert that a gap also exists in writing research, i.e., there is no existing comprehensive and integrated examination of three main theoretical and pedagogical concerns of multilingual writing: writer agency, audience expectation, and the co-constructed (by writer and audience) identity of the writer—particularly the multilingual writer. The authors build a case for their arguments and, using a hybrid style of quantitative and rich case-study-based qualitative data resulting from in-depth interviews, surveys, recorded talk-aloud writing sessions, and retrospective stimulated recall pause data, show us the advantages of being a multilingual writer. We learn that multilingual writers have a repertoire of strategies that arise from their languages and that these are accessible to some extent, even for novice L2 writers. They give us answers to questions about strategies students use and ways to nurture a “balance between writing knowledge and language proficiency in L1 and L2” (p. 170) and L3. They show us that there is a continuum of development and use their research, along with that of others, to highlight the unending potential for growth. I plan to use it to inform my teaching and firmly believe it serves a valuable purpose for anyone involved in multilingual writing.

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English Language Teacher Education in Changing Times: Perspectives, Strategies, and New Ways of Teaching and Learning. Liz England, Lía D. Kamhi-Stein, and Georgios Kormpas (Eds.). Routledge, 2023. xxii + 235 pp. Approx. ¥7,024. <https://doi.org/10.4324/9781003295723>

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In *English Language Teaching Education in Changing Times: Perspectives, Strategies, and New Ways of Teaching and Learning*, editors Liz England, Lía D. Kamhi-Stein, and Georgios Kormpas explore the impact of the COVID-19 pandemic on the field of teacher education in ELT. Their focus extends beyond a retrospective analysis of the challenges but offers a forward-thinking perspective, encouraging readers to consider the lessons learned, the adaptations made, and the continuously evolving needs of our profession. This volume, marked by its inclusion of authors from numerous countries and teaching contexts, underscores the shared challenges faced by educators worldwide. While coping with physical, emotional, and economic aspects of the pandemic, teachers and leaders crafted their responses to unprecedented challenges in the workplace. Ultimately, the book encourages readers to reflect on what can be applied to their unique contexts, thereby fostering a collective understanding of the changing landscape of English language teacher education.

In the introduction, the editors write that they aim to address “... how the COVID-19 pandemic acted as a catalyst for new ways of teaching, learning, and leading” and “... how the innovative practices will continue to inform and impact the ELT field for years to come” (p. 1). The three parts of English Language Teacher Education in Changing Times each focus on one key aspect: learning, teaching, and leading and management. There are fifteen chapters in total (five in each section) written by contributors from around the world. Before describing the research, each author begins with a scenario, and many chapters also include tables summarizing the main points, both of which make the volume more accessible to readers.

Part one is titled “Learning in English Language Teacher Education in Changing Times,” and its five chapters delve into teacher education in both formal education and continuous professional development contexts. The book begins with “Learning to Lead in Language Education” by Andy Curtis which describes a Leadership and Management in Language Education (LaMiLE) course with global participants who were able to further explore leadership styles by observing how leaders in their respective countries responded to the COVID-19 pandemic. The author makes comparisons between leaders in government and leaders in English language teaching although the alignment between these two concepts appears tenuous. Of note, chapter four also focuses on a course for teachers during the pandemic period. “Training Teachers in an Interdisciplinary Approach through EMI: A Case Study in Greece” by Chrysoula Lazou, Nikolaos Panagiotou, and Avgoustos Tsinakos, outlines the implementation of an online course pairing pre-service and in-service teachers to develop engaging materials for their Gen Z students. Finally, Georgios Kormpas and Christine Coombe’s chapter “English Language Teacher Education and Development through Language Teacher Associations: Opportunities and Challenges” rounded out part one by reporting on how LTAs coped with the abrupt shift from face-to-face to online events, homing in on their challenges, opportunities, and future plans.

The middle section “Teaching in English Language Teacher Education in Changing Times” covers timely topics such as teacher wellbeing and teaching diverse learners. “Learning to Surf the Pandemic Wave: Interventions for Wellbeing and Inner Peace in an EFL Practicum Course” by María Matilde Olivero and María Celina Barbeito explains how teacher wellbeing activities were integrated into a virtual course for preservice teachers (PST). They utilized the PERMA model which consists of five key areas: positive emotions, engagement, relationships, meaning, and accomplishment (Seligman, 2011). Chapter 8, Leveraging Virtual Professional Development to Promote

Computer Science Education for Multilingual Students by Donna Eatinger et. al, reports on a study of participants' experiences in a professional development course for K-12 teachers in the United States preparing to teach computer science skills to multilingual students. And Chapter 10, Transforming Pre-Service Educators' Preconceived Ideas of Teaching General Education Content through Task-Based Hybrid Instruction by Kate Mastruserio Reynolds emphasizes a shift during the pandemic period to intentionally create supportive classroom communities and position herself as a mentor and coach, rather than primarily as a content expert. The chapter includes comments and reflections from PSTs enrolled in the course.

Including chapters from diverse contexts, part three focuses on the theme of "Leading and Management in English Language Teacher Education in Changing Times". Its chapters address the complexity of leading programs and carrying out partnerships during the pandemic and reflect on the growth of leaders and teachers resulting from these challenges. In chapter 11, Joan Kang Shin, Rebecca Kanak Fox, and Dildora Khakimova recount the reimagination of a training of trainer program in Uzbekistan in "Reaching Program Outcomes during Pandemic: English Language Teacher Professional Development in Uzbekistan". After their training of teacher trainers program was shifted to an online format, they found that participants benefited from communicating through online tools and developing e-portfolios. From Turkey, Bahar Gün writes of "Unravelling the Quality Conundrum: Teacher Education Program Administration in the New Normal", in chapter 12, and two additional chapters based on the process of TESOL Teacher Preparation programs shifting online based in the United States are included. In the final chapter, with members from around the globe, volunteer leaders of a large online network, Julie Lake and Liz England, share their perspectives in "Worldwide TESOL Career Path Development: We Lift Each Other Up When We Fall" which discusses how teachers supported each other through virtual activities, such as webinars, mentoring programs, and social events.

The uniform organization of the book's chapters is one of its strongest points, each one orienting the reader to the specific educational context before explaining the shift that occurred as a result of the COVID-19 pandemic. As can be seen from the chapter titles, the book's focus on teacher education did not limit its scope to formal learning (i.e., post-graduate programs, pre-service teacher training), but also included accounts of teacher professional development through language teaching associations and online communities of practice. Furthermore, the chapters provide diverse perspectives on the subject although there are few specific examples from the African and

East Asian contexts, with most of the studies coming from Europe, North America, and South America. A global health emergency, the pandemic disrupted classroom environments around the world, and educators should not have difficulty relating or adapting information to their own teaching and learning contexts. Overall, the book makes an important and timely contribution to the field of English language teaching, describing teacher education during a tumultuous period.

Anastasia Khawaja (AK): One of the points that struck me was that many of the examples in this book circled back to the whole student. With the need of shifting online due to the pandemic, there was also a shift in a focus on student wellbeing that really has not been seen as vividly in practice until there was a literal health crisis in the world. This was exhibited explicitly in Olivero and Barebito as well as Reynolds chapters where wellbeing exercises were built into the curriculum, but also implied in most of the other chapters. This in turn affected how we as educators ran our assessments, and in turn made us reflect a lot deeper in how we teach and why we teach. Currently, we are faced with a discussion of what practices to keep, what to adapt, and what to discard now that we are more or less back to a “new normal.”

Mary Hillis (MH): Conducting teacher training during the pandemic affected many areas, which all relate to the students, as you mentioned. For example, when creating materials for online environments, teachers found that replicating the face-to-face classroom experience was not actually their primary goal but rather finding ways to adapt and improve upon their materials. Concerning the program in Uzbekistan, Shin, Fox, and Khakimova wrote, “... the new program components involved transforming the teaching and learning into new spaces with a fuller array of options for participant engagement” (p. 169). Another point of interest was that teachers became more familiar with online tools through participation in online communities of practice.

AK: Community building was such a critical area, and arguably continues to be so. During the pandemic when everyone rapidly shifted to online, it opened the door for anyone to join gatherings, classes, meetings, conferences, and the like. Coombe and Korpas highlighted the expanse of connectivity within English Language Teaching Associations (ELTAs), “ELTAs gained access to teachers (potential members) that would never have had the opportunity to attend a face-to-face conference. Underrepresented populations were able to attend, but also to present to world-renowned TESOL conferences including TESOL, IATEFL, and others” (p. 73). I really took note

where they mentioned potential members of the organization, as these are individuals who would probably not otherwise have had access to the conference, and by extension the organization itself. Even as we have returned to more face-to-face offerings, the global reach that online events have created cannot be ignored, and many organizations offer various online meetings to keep these communities going. Lake and England describe how they met language teachers' needs globally, building their professional communities through a variety of synchronous and asynchronous initiatives such as the Career Path Development's many free webinars, social events, and online resources that were all accessible for any TESOL educator around the world regardless of official organization affiliation. There are so many communities that would not have been created unless the online opportunities were available not just to organization members, but to non-members as well. Accessibility was and still is everything in global community building.

MH: Yes, community building was paramount during the pandemic, and we witnessed the professional development offerings at workplaces or through language teaching associations, with new online communities of practice springing up as needs surfaced. Teacher education is a continuous process, and the editors' focus on teachers and leaders' positive experiences during the pandemic was noteworthy. This was exemplified in chapter 11:

... the shift to emergency remote teaching actually created an opportunity to explore virtual spaces and expand on the original pre-pandemic plan to deliver a more innovative and sustainable approach to teacher professional learning and collect and more robust set of data to inform program effectiveness and teacher growth" (p. 161).

These lessons will be useful in the post-pandemic too; the future is uncertain, and classes may still shift online due to a variety of factors, such as disease, natural disaster, or conflict.

AK: The one constant that book also has is that educators keep going. In every chapter, there was a scenario, and there was a clear issue with the pandemic. However, the subheading, "Shifting from the traditional to new ideas" that just about every chapter has conveys a sense of resilience. We saw stories from multiple parts of the world where educators discussed how they were given one to two weeks to essentially make what mainly existed as in-person only options to be completely accessible online. We were expected to make the transition seamless for our students and our faculty. Educating young students, university students, teacher educators, and teacher trainers

did not stop during the pandemic. It, as the majority of these chapters can attest to, flourished despite the obstacles. We adapt; we find ways to make education happen. I believe we are also still seeing the results of that education as through that medium, and we started noticing the digital divide. People started recognizing inequities that many may not have been aware of before, which has in turn raised an awareness in oneself. We have learned to turn our attention further towards greater societal issues. One only need look at the massive increase in engagement shown through protests of various causes around the world to see that this awareness has been augmented globally, and no one is easily coming back from that.

MH: Education did not stop, it expanded in contexts all around the world. The authors of the chapters in this book continued advancing education: they had a scenario, a context, and a shift which kept their classes and programs moving forward. As educators continue to face challenges in our ever-changing world, readers will find accounts of previous successes in England, Kamhi-Stein, and Kormpas' edited volume *English Language Teacher Education in Changing Times: Perspectives, Strategies, and New Ways of Teaching and Learning*.

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***Globalisation and its Effects on Team-Teaching*. Naoki Fujimoto-Adamson. Cambridge Scholars Publishing, 2020. ix + 274 pp. ¥13,640.**

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Globalization and Its Effects on Team-Teaching is a seminal work by Naoki Fujimoto-Adamson. An esteemed associate professor at the Niigata University of International and Information Studies (NUIIS), Fujimoto-Adamson

brings her extensive expertise in English Language Teaching (ELT), the historical nuances of ELT in Japan, team-teaching dynamics, and Content and Language Integrated Learning (CLIL) to this book. The central focus of the book revolves around unraveling the intricate web of connections between global issues, national education policies, and local practices related to team-teaching.

Not only does she explore CLIL and other partnership teaching schemes, but also extends her examination to other government-initiated team-teaching programs in East Asia. She discusses the Native-speaking English Teachers (NET) Scheme in Hong Kong, the Foreign English Teachers in Taiwan (FETIT) program, and the English Programs in Korea (EPIK) in South Korea, treating them as parallel case studies. Fujimoto-Adamson's book, tailored for educators, institutional leaders, educational policymakers, and other stakeholders, serves as an extensively researched record of the history of team-teaching in Japan from both educators' and students' perspectives, and provides insightful reflections on optimizing team-teaching strategies.

In a world continually reshaped by globalization, every facet of human existence, notably education, undergoes transformative changes. As educational systems evolve in response to global influences, novel policies, and innovative teaching practices, the pedagogical methodologies, particularly in Japanese classrooms, must keep pace. As the Japan Exchange and Teaching (JET) program served as the introduction to team-teaching in Japan, Fujimoto-Adamson prefaces her research by delving into the roots and goals of the program (Fujimoto-Adamson, 2020). This is followed by an investigation of team-teaching practices and analysis of pedagogic interactions at three Japanese schools. Her book takes a broader perspective by considering other team-teaching models worldwide, providing a comprehensive examination of partnership and team-teaching within the Japanese high school environment. Despite presenting her findings in book form, Fujimoto-Adamson's work follows a structured research framework, comprising essential elements such as an introduction, literature review, research methodology, findings and discussion, and conclusion. The core of "Globalization and Its Effects on Team-Teaching" is structured around five meticulously researched chapters, each shedding light on varying facets of team-teaching in Japan.

Chapter One contains an introduction, and it serves as a foundational backdrop, delineating the research objectives, scope, and key inquiries. It also furnishes readers with the historical examination of team teaching. Fujimoto-Adamson postulates that a comprehensive exploration of glo-

balization's imprint on language classrooms necessitates the inclusion of methodologies like linguistic ethnography. Such approaches are pivotal in discerning the intricate connections between classroom discourse, pedagogical interactions, and their broader social matrices.

Chapter Two is a literature review of team-teaching that is presented focusing on dissecting the extant literature around collaborative and team-teaching in contexts beyond ELT. It meticulously delves into the dynamics between native and non-native linguistics, underscored by discussions around native speaker ideologies and the burgeoning perspective of English as a lingua franca. The narrative further extends to spotlight team-teaching experiences from diverse locales, encompassing South Korea, Hong Kong, Taiwan, and both JET and non-JET programs within Japan. A critical appraisal of Japan's policy documentation is anchored around the roles of Assistant Language Teachers (ALTs), whether as pedagogical assistants or trainers, and the symmetrical partnership sought with Japanese Teachers of English (JTEs) (Fujimoto-Adamson, 2020).

Chapter Three is an explanation of research methodology, particularly highlighting the triangulation method which fuses classroom observations with semi-structured interviews across three schools located in Nagano Prefecture. Fujimoto-Adamson harnesses the potential of sociolinguistics, or linguistic ethnography, as her chosen lens. This approach demonstrates her understanding of the interplay between language and its enveloping social milieu, bringing into perspective the overarching global and political dynamics influencing localized team-teaching practices.

The final chapter, Chapter Four, contains research findings and a discussion that delves into the empirical outcomes derived from investigations at three junior high schools situated in cities in Nagano prefecture. Observational data spotlighted the nuanced interpretations of national policy directives vis-à-vis team-teaching methodologies. Furthermore, interviews shed light on a striking revelation: the absence of foreign educators recruited via the JET Program. Instead, private linguistic institutions and local educational boards were found to enlist educators with a diverse array of qualifications, professional experiences, and nationalities. This landscape rendered certain ALTs as domain experts, while relegating others to assistant roles.

Chapter five contains concluding insights, and it weaves together the pivotal insights unraveled throughout the research, casting a spotlight on the nexus between globalization and team-teaching, the contours of Japanese national educational mandates, and tangible team-teaching paradigms observed in the studied institutions. Moreover, the chapter furnishes action-

able recommendations aimed at fostering a synergistic classroom dynamic between ALTs and JTEs. Fujimoto-Adamson concludes with an imperative: the necessity for deeper dives into the evolving landscape of team-teaching within the Japanese context

The book is composed in a scholarly manner, offering a thorough examination of how global economic and political factors impact team-teaching. Despite the complexity of the topic, the author provides a clear and accessible explanation of the research process, beginning with the discussion of the topic's significance and scope, followed by the analysis of existing sources, primary data collection, evaluation of findings, and concluding remarks.

The insights presented in the research are valuable for educators, government officials, and educational institutions, even though the target audience is not explicitly specified. This aligns with previous research by McConnell (2002) and Reed (2015), which emphasized the significance of examining Japanese education within the context of political internationalization dynamics. Japan's increasing integration into the global arena is manifesting itself within the education sector. Therefore, studying Japanese education within a global context is imperative.

The relevance of team-teaching in English classrooms extends beyond Japan, finding applicability in schools worldwide. Moreover, similar collaborative team-teaching models are employed in British, Australian, and European schools with a focus on Content and Language Integrated Learning (CLIL) (Fujimoto-Adamson, 2020). Fujimoto-Adamson's book examines the unique Japanese context while considering the various factors influencing English education in Japanese secondary schools within the broader framework of team-teaching. Consequently, the book's audience may hail from any country or educational institution. While the author offers an historical perspective on team-teaching and provides valuable recommendations for enhancing future practices, the information presented accurately reflected the state of team-teaching practices in Japan up until 2020.

Due to pandemic restrictions that lasted from 2020 to 2022, a number of ALTs (both JET and non-JET) returned to their home countries and contracting organizations such as Boards of Education (BOEs) and individual schools struggled to find replacements due to tight restrictions on foreigners entering Japan, even for school and work. Following the initial surge in hires of ALTs between 2015-2020 to prepare for the Tokyo Olympics, there have been post-pandemic government initiatives to improve the level of English spoken in Japan. She noted that the number of JETs in Tokyo dropped to four in 2002, but as of 2023, Tokyo private schools currently hire 191 JET-ALTs,

and the Tokyo Metropolitan Board of Education (TBOE) currently hires 289 JET-ALTs and 1 Coordinator for International Relations (CIR); TBOE intends to increase the number in 2024, having 2 JET-ALTs assigned to each school. While Fujimoto-Adamson's observation that "the number of JET participants is decreasing" may not be accurate, her observation that overreliance on government schemes is insufficient, and that individual schools and local contexts should consider what they need is important, is extremely poignant.

The book can be viewed as a critical review of the existing literature on team-teaching practices in Japanese schools. Furthermore, the author acknowledges that the team-teaching approach is implemented in various countries, suggesting that Japan's experiences can serve as a valuable reference. This reflects the author's comprehensive understanding of not only Japan's education system but also global education dynamics. Her top-down analysis of diverse team-teaching practice perspectives, beginning with the consideration of globalization and international politics between the US and Japan and descending to Japanese domestic politics, the JET Program, personal experiences of JET teachers and local schools, as well as underscores the depth of her analysis.

The book effectively fulfills its stated objectives by providing comprehensive answers to research questions supported by a combination of primary and secondary sources. Using the triangulation method enhances the volume of available data, enabling a multifaceted understanding of various aspects of team-teaching practices and affirming research findings. The application of linguistic ethnography contributes to the deconstruction of social beliefs and provides insights into the benefits of different approaches to English teaching (Marine & Čermáková, 2021). The use of ethnography in English teaching helps explore cultural phenomena, examining the behavior of social situation participants, and understanding the interpretation of this behavior by group members. It contributes to the endeavor to commonly use this approach in teaching practices.

The book provides extended possibilities to the target audience due to the detailed discussion of parties engaged in the education system and related policy making. Therefore, it can be claimed that the book has few weaknesses as it provides readers with many advantages. The book is presented in the form of a research paper, providing a clear understanding of what is going to be achieved. Moreover, it offers a critical analysis of the current literature sources on team-teaching practices with the consideration of different perspectives. Finally, the use of the method of triangulation helped to

obtain comprehensive information, which provides a deep insight into the nature and core aspects of team-teaching.

Fujimoto-Adamson's significant contribution lies in establishing a connection between globalization and team-teaching. The recommendations provided by the author may help institutions adopt more effective educational practices that focus on challenges relevant to teaching English as a foreign language. This book can be used as a guide for school managers, policymakers, teachers, and other stakeholders as the information received from school observation represents the real state of teaching in most Japanese schools. Finally, this volume enables readers to learn about the complex power dynamics of different ministries and enhance an understanding of their role in the system of education in Japan.

Fujimoto-Adamson's book makes a significant contribution to the field of education by establishing a link between globalization and team-teaching. Her recommendations offer insights into adopting more effective educational practices, particularly in the realm of teaching English as a foreign language. Her assertion that Japanese education requires change resonates deeply, as local teaching practices have been hindered by untrained JTEs, exam-oriented classes, and teachers merely serving as "human tape recorders" (Reed, n.d.). She emphasizes the need for adapting the local educational system to align with the growing influence of political and international dynamics, which have become increasingly pronounced in the age of globalization. Additionally, this work enriches our understanding of the intricate power dynamics among various ministries and their roles in Japan's educational system, addressing the evolving challenges of contemporary education.

Fujimoto-Adamson's book offers a comprehensive exploration of team-teaching practices between ALTs and JTEs. Through three selected observations at local schools, the author explains her belief that JTEs should take a leading role in conducting lessons, while ALTs should be relegated to secondary teaching roles. Additionally, she underscores the importance of considering each individual context since every situation is different – the ALT's and JTE's backgrounds, and the individual students' strengths, weaknesses, and needs.

The author not only identifies urgent issues in English language teaching in Japan but also offers recommendations for addressing these challenges, not only in Japan but also globally. Fujimoto-Adamson's extensive teaching experience and insider perspective attest to her expertise in the field. Furthermore, her recommendations span different levels and promise benefits

for both educators and learners. The author's suggestion to enhance dialogue between teachers and government officials for policy changes via a bottom-up approach demonstrates her awareness of common communication issues within Japanese schools. As the information derived from school observations reflects the actual state of teaching in some Japanese schools, we reiterate that this book can serve as a useful resource for school administrators, policymakers, teachers, and other stakeholders in understanding and implementing effective educational strategies.

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